

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Jerry Martin Lasky

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

Official School Name Union Township Middle School

(As it should appear in the official records)

School Mailing Address 599 West 300 North

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

Valparaiso

Indiana

46385-9212

City

State

Zip Code+4(9 digits total)

County Porter

State School Code Number\* 6843

Telephone (219) 759-2562

Fax (219) 759-4359

Web site/URL www.union.k12.in.us

E-mail jlasky@union.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. John Hunter

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

District Name Union Township School Corporation

Tel. (219) 759-2531

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Theresa Boehlke

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 2 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 4 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9500  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10029

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 6 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
Pre K			0	7	68	67	135
K			0	8	67	70	137
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	69	55	124				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>396</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 6  | % Hispanic or Latino               |
| 91 | % White                            |

**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 4 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	9
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	7
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	16
<b>( 4 )</b>	Total number of students in the school as of October 1	382
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 2 %  
6 Total Number Limited English Proficient

Number of languages represented 4

Specify languages: Macedonian, Serbian, Spanish, Punjabi

9. Students eligible for free/reduced-priced meals 16 %

Total number students who qualify: 65

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: 15 %  
59 Total Number of Students Serve

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>3</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>        </u>	Deafness	<u>11</u>	Other Health Impairment
<u>        </u>	Deaf-Blindnes	<u>31</u>	Specific Learning Disabilit
<u>3</u>	Emotional Disturbanc	<u>5</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>        </u>	Visual Impairment Including Blindness
<u>        </u>	Multiple Disabilities	<u>        </u>	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>        </u>
Classroom teachers	<u>18</u>	<u>7</u>
Special resource teachers/specialist	<u>2</u>	<u>        </u>
Paraprofessionals	<u>4</u>	<u>        </u>
Support Staff	<u>9</u>	<u>        </u>
Total number	<u>34</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	92 %	93 %	94 %	92 %	93 %
Teacher turnover rate	5 %	2 %	7 %	5 %	5 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The daily teacher attendance percentage includes staff leaves for professional development. The teacher turnover rate has been corrected from the first submission. There was a misunderstanding on our part for the data expected in this category. Thank you for alerting us to the problem and for allowing us to correct it.

## PART III - SUMMARY

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Union Township Middle School is located in a small rural community located in Union Township, Indiana. The township is located in Porter County approximately forty-five miles southeast of Chicago. It occupies roughly 31 square miles and is composed of rural, farm, and suburban areas. A combined Union Township Middle School/Wheeler High School was built in 1976. The middle school is located in the west end of the facility, but shares the cafeteria, auditorium, natatorium, and the band and choir rooms with the high school which is in the east end of the facility. The middle school has twenty-two full time teachers and five teachers who are shared with the high school. To support the teaching staff, UTMS has four paraprofessional aides, two secretaries, one social worker, one nurse, two custodians, and a principal.

Union Township Middle School serves approximately 400 students in grades 6-8. Grade levels range from 124 to 137 students, with an average class size of 26.

Following a traditional schedule, the core classes meet in 50-minute periods daily. Students meet for 19 minutes with an advisor teacher at the beginning of each day to view Channel One news and hear announcements. The core curriculum consists of math, language literature, language grammar, science, social studies, physical education, health, and art. Algebra I is offered to the eighth grade high ability students. Special needs students are included in the regular classrooms with extra support. High ability students at all grade levels are provided accelerated courses in math, language literature, and language grammar. Twelve-week exploratory course options are available for students in problem solving, family and consumer science, careers, and computer technology. In addition, engineering and Spanish are offered to 7th and 8th grade students. After the completion of 7th and 8th grade Spanish, students have an equivalent of the first year Spanish course in the high school. The school day begins at 7:45 and ends at 2:45. Students may stay after school for extra help and homework completion from 2:45 until 4:00 PM Tuesday through Thursday. Teachers are available in their rooms after school to provide extra assistance for their students.

For enrichment, students are afforded the opportunity to go on several field trips throughout their tenure in middle school. Field trip experiences provided include: Challenge Education for team work and cooperative learning, Challenger Learning Center for problem solving and space exploration, Museum of Science and Industry and the Field Museum for cultural awareness and enjoyment, Community Theatre for black history studies, and a Florida trip for 7th and 8th grade students to experience educational excursions along with life away from home. Also for enrichment, UTMS provides a plethora of extracurricular opportunities which include: spell bowl team, academic teams, Lego robotics team, robotics team, student council, National Junior Honor Society, Team Lead leadership club, chess club, reading club, student newsletter, student yearbook, jazz band, show choir, drama club, and athletic programs.

The school's mission is to consistently pursue excellence, expect excellence, and employ 'best practices' in all endeavors in order to do 'what's best for kids' with respect to their education and social/emotional development. Our vision is to provide a high level of education for our students, and to be recognized as an exemplary school throughout the region, state, and nation. We are proud that UTMS is in the top ten percent in the State for ISTEP+ (State assessment test) scores in math and language arts, and that the State Department of Education has nominated UTMS for the National Blue Ribbon award. Our vision of excellence has become a part of the culture at Union Township Middle School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

Students in Grades 3 through 10 participate in the Indiana Statewide Testing for Educational Progress (ISTEP +) each school year in September. Students are tested in mathematics and English/language arts in all grade levels along with science in the fifth and seventh grade years. Individual test scores along with aggregate test results for the school are delivered to schools in late November. The Indiana Department of Education publishes ISTEP+ data for each school district and school in Indiana. The data collected by the I.D.O.E. for Union Township Middle School can be found at: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6843>. The data clearly communicates the academic success UTMS has had for the past six years.

Union Township Middle School has met the requirements for AYP in the current year and every year since its inception. Also, UTMS has been given an 'Exemplary' performance rating the past two years for the combined percentage of students passing the language arts and math sections of the ISTEP+ test. Consistently, our results are at the top in relation to other schools in Indiana. In the fall of 2007, Union Township Middle School's average percentage pass rate for all tested grades for English/language arts and mathematics is 88%. The past three years' combined ratings have been 89% (06), 88% (05), and 88% (04). The Indiana State average ratings for the past four years have been 72% (07), 73% (06), 72% (05), and 73% (04).

The indicators of academic success are distributed to schools through various documents. A disaggregation summary report describes group achievement for selected reporting populations. Percentage data is reported in a respective subgroup if the school has at least thirty students in the subgroup. The subgroups at Union Township Middle School are all students, special education students, and free and reduced lunch students. The percentage of special needs students passing ISTEP is lower than the regular population due to the learning disabilities that challenge them. Specific data is reported in the data table at the end of the application.

Each student and the school receive an individual student report indicating how the student performed compared to the Indiana Academic Standards. The standards are the required skills that schools must teach and students must learn. The report indicates to the school and student if the student scored at the 'Pass+,' 'Pass,' or 'Did Not Pass' performance level on the English and mathematics parts of the test. The report also shows on the reverse side how a child performed in each of the English and mathematics standards. The science results for 7th grade students are also on each report.

A student who scores in the 'Pass +' or 'Pass' performance levels exceeds or meets the 'cut scores' in English or mathematics. A student who scores in the 'Did Not Pass' performance level will require remedial assistance in order to be successful at the current grade. Remedial assistance is available to UTMS students during their exploratory class time and after school on Tuesday, Wednesday, and Thursday during their resource time. Students may also receive extra help from their teachers after school on those days, and then go to the media center to continue their studies. Also, students who did not meet the standard have the opportunity to attend the two-week summer school program in early August to give them a 'jump-start' into the next school year.

### 2. Using Assessment Results:

Assessment results are used in a variety of ways. Indiana Statewide Testing for Educational Progress (ISTEP+) data is used to evaluate individual student progress in math and language arts standards in all grades, and science standards for seventh grade. If a student is identified as performing below the state standard in one or more of the areas tested, various types of support are provided for them. Students attend a resource period after school to get extra help from teachers and stay after school to do extra reading in the media center. In addition, students are invited to attend a two-week program in the summer to work on any standard deficiencies. Aggregate ISTEP+ data measuring school performance is evaluated to assess school strengths and weaknesses. The evaluation of the school weaknesses drives the school improvement plan. The staff and the school improvement team critically evaluate performance data for each standard in math, language arts, and science.

Students are also assessed in reading comprehension four times a year with STAR Reader, a computerized assessment tool used to evaluate reading comprehension levels. The STAR assessment results help to determine whether or not students are progressing in their reading comprehension ability.

Students are challenged to read books in the upper level of their reading range to help improve reading vocabulary and comprehension.

In addition, students are frequently evaluated within each respective classroom to determine if concepts being taught are mastered. Formative assessments (quizzes, teacher-student questioning, cues for understanding) are given throughout a unit of study in various forms to check for understanding of the material being presented. If students do not understand the material, teachers use other methods of presentation or re-teach the concepts. A summative assessment (test) is administered at the end of each unit for a final grade.

### **3. Communicating Assessment Results:**

Assessment results are communicated to students and parents at Union Township Middle School in many forms. Classroom assignments, quizzes, and tests are recorded in an electronic grade book, which is viewable by parents at home using an on-line program called In-Touch. With In-Touch, parents have access to student assessment results twenty-four hours a day, seven days a week. Progress reports are sent home six times a year, and formal report cards are mailed home three times a year. In addition, teachers communicate with students and parents through the students' daily agenda book and 'school notes.com,' an on-line communication tool. Also, assessment results are communicated to parents by students in a formal setting at school with student led conferences. Students put together an assessment portfolio on their progress in each class and communicate the portfolio to their parents. A formal teacher led conference takes place later in the school year.

Individual State assessment results are communicated to students and parents on a student assessment report. A letter is sent home with the individual State report to explain to the parents how to interpret the individual data results. Parents are invited to come to the school to speak with a teacher or the principal if further communication is necessary. Aggregate school data results are communicated in the letter along with being posted on the Indiana Department of Education web site. A link to the I.D.O.E. web site is provided to the public on the school web site at [www.union.k12.in.us](http://www.union.k12.in.us). Finally, aggregate school data is communicated to the public in the local newspaper and reported at a public school board meeting.

### **4. Sharing Success:**

Union Township Schools has gained a positive reputation for its success throughout the area and outside the area through means of modern technology. With an informative web site, statistical school data posted with the Indiana Department of Education, and school statistics listed in the local newspapers, the success of Union Township Middle School has been shared with the public. Each year, several families from outside the school district request to enroll their child in the school on a tuition contract. Many of them have stated that the success shared on the website and the newspaper informed them about the school.

Staff members and the principal attend various conferences throughout the school year. One of the positive outcomes of attending conferences is the opportunity for educators to network with other educators. Other schools often ask us about our school wide reading program. Being able to share the success of our reading program with colleagues is humbling and rewarding, and knowing that other educators respect the programs we have for our students is encouraging. Helping students succeed is gratifying to all educators.

Union Township School teachers have been trained in curriculum mapping and differentiated instruction. The school district arranged for Heidi Hayes Jacobs to conduct a staff development on the importance and process of curriculum mapping. To share this success with other schools, the district invited teachers from throughout the area to attend the conference held at Union Township Middle School/Wheeler High School. Also, the district arranged for Berti Kilgore to conduct a professional development on differentiated instruction. Educators from other districts attended the conference with staff members from Union Township. Educators from Union Township have shared our success with curriculum mapping and differentiated instruction by inviting them to be a part of our professional development program.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The goal of Language Arts is to develop proficient language users--readers, writers, speakers, and listeners. These users should be able to use language to think and learn independently, to grow personally, and to participate in a democratic society. The curriculum should serve as a benchmark or standard for students as they develop a proficiency in reading, writing, speaking and listening. The curriculum should also serve as a guide to teachers of the opportunities they must provide to enable students to become proficient readers, writers, speakers, and listeners. Since language use is developmental and never perfected, teachers and students create a learning community where language is the main vehicle for learning in all disciplines.

The Social Studies curriculum covers four major areas: history, government, geography and economics. History encompasses the ancient world through the reconstruction of the modern world. Multiple forms and elements of government are compared throughout history. Geography includes identification of countries, cities, bodies of water, and mountains of Europe and the Americas, and comparison of physical characteristics of countries. Economics exposes students to the comparisons and contrasts of the different economic systems in Europe and the Americas. This includes how trade has affected history and the development of these areas, comparing their standards of living, and the exchange of currency among trading nations.

The Math curriculum consists of developing, practicing, and applying effective mathematical communication by utilizing reasoning skills and multiple problem solving strategies. Middle school math helps develop higher level thinking skills in the curricular areas of real number sense, real number computation, algebra and functions, pre-algebra, geometry, measurement, data analysis, and probability.

Science in the middle school covers earth, life, and physical sciences using the scientific method while building on and expanding previous knowledge. Each student has a personal copy of the text that is national and state approved. In addition to the text there are many peripherals such as hands-on labs and activities, CD-ROM virtual labs, visual and auditory CD of text as well as on-line, cooperative activities, real life applications, text for special needs, and web-based investigations, research, and reinforcement. There are opportunities for interdisciplinary studies in that students participate individually or cooperatively which help them realize that science is applied in all areas of life.

The Foreign Language curriculum affords students the opportunity to speak, read, and write in the Spanish language. The core of the Spanish curriculum at Union Township Middle School is to develop students' roles as global citizens. In grades seven and eight, the students learn how to present basic information about themselves and their environment. Students also learn to make connections between their own culture and other world cultures.

The Performing Arts curriculum consists of Choir, Band and Drama. In choir, students are taught to sing on pitch independently and with others, and to read basic notes and rhythms. Students sing a wide genre of music from different time periods and cultures. Fall is spent preparing students for the annual madrigal dinner, which is performed for the community four times in two days. The madrigal experience teaches students about medieval/renaissance history. The students also perform several times throughout the school year. The choir activities are aligned with the state and national music standards. Students have the opportunity to perform at the annual ISSMA (Indiana State School Music Association) vocal/piano solo/ensemble contest. Band students are taught how to play their instruments both alone and as a cohesive group. American music history and music from other cultures are covered throughout middle school. Students perform several concerts each year, and are encouraged to perform solo or in a small ensemble for the ISSMA competition. Drama is provided for students as an extra curricular activity. Each year, UTMS students have the opportunity to perform in a selected middle school production, the summer community production, and the middle school talent show.

The Visual Arts curriculum focuses on drawing, painting, pottery, photography, digital imagery, and mixed media. The basic goals are to introduce new techniques, improve on present technique knowledge, individual student attention, and develop the camaraderie of peer studio activities.

## **2b. (Secondary Schools) English:**

The language arts program at Union Township Middle School fuses vocabulary development, spelling, reading, grammar, and writing instruction. To enhance the reading process, a variety of genres is incorporated into the reading curriculum. A mandatory school-wide reading program provides opportunities for students to read lexile appropriate material, which promotes literacy development while encouraging a passion for reading. Reading instruction within the classroom is centered on an anthology text that includes a diverse selection of genres. High interest novel studies are also utilized in each grade level. Vocabulary development is taught both within the context of the reading material and as a separate entity. Writing instruction is an integral part of daily instruction. Assessment is based upon the Indiana Statewide Testing for Educational Progress rubric. Students in each grade level compose narrative, descriptive, persuasive, expository, biographical, and historical-perspective essays. At times, students are expected to present finished products orally as indicated by the Indiana State standards. Grammar standards are taught as a separate component, as well as an expectation in the school improvement plan with the Writing across the Curriculum goal. A common editing checklist is used at each grade level, as are common grading rules. Thus, the students are exposed to consistent expectations throughout their middle school experience.

The goal of the Union Township Middle School language program is to develop proficient readers, writers, speakers, and listeners. This is accomplished by a variety of means. The STAR Reading Program is an assessment program administered to each student at four different points in the school year. The data garnered from this assessment tool is used to identify the reading level of each child. This allows the teachers to monitor the comprehension growth and vocabulary development of all students. Students who are below grade level are given the opportunity to read at their own level and pace. Allowing students to experience success has created a positive learning environment and fostered a love of reading for pleasure. The Accelerated Reading Program is a required part of the curriculum, but has many wonderful student incentives built into it. In order to challenge and inspire students to read beyond the required reading level, students may read to achieve the school's identified All Star, All State, and All American reading levels. Students are given recognition, awards, and prizes with achievement of each level. The All American level affords students the opportunity to participate in a water park trip at the conclusion of the school year.

The combination of required reading along with the incentive levels has increased student comprehension, vocabulary levels, and the joy of reading. The Union Township Middle School reading program has produced a culture of readers. Specific reading and writing strategies are also used in each classroom.

Differentiating the instruction based upon student need is another strategy each language teacher utilizes to the benefit of all students.

## **3. Additional Curriculum Area:**

In an effort to develop our students' problem solving ability, students in sixth, seventh, and eighth grades are rotated through a trimester class of problem solving featuring multi-step problem solving in practical areas of life. Students are engaged in computer simulated 'real life' problem solving activities with the use of Plato Math software. In addition, students participate in team problem solving activities to enhance cooperation and team building.

Students are also offered an elective engineering class in the seventh and eighth grades. The engineering curriculum gives students a chance to work with others in a collaborative team approach to problem solving in various areas of engineering. LEGO Robotics are used in the seventh grade and VEX Robotics in the eighth grade to enhance student learning as they experience hands-on problem solving. They develop an ability to program their robots after constructing them for autonomous competition. Students are also taught to develop the rigor of detail measurement work by means of computer-aided design of 3-D parts and assemblies. They share 3-D parts to be used in assemblies made of parts drawn by members of their design team. Using the Fischertek modeling components, students study various mechanisms utilizing motorized gears controlled by the programs they have written. In addition, reverse engineering project presentations give students experience in speaking about the technical understanding they have developed by dismantling an item of their choosing and displaying those parts for use during the presentation.

Students also study wireless communications by means of their school's amateur radio station, KC9IJT. After studying to obtain their own radio license, they communicate with students at other schools and astronauts aboard the International Space Station.

The engineering program, along with the problem-solving course at Union Township Middle School, is unique to middle school course offerings. Students benefit from the curriculum by engaging in 'real life' problems to prepare them for their future as productive citizens.

#### **4. Instructional Methods:**

The teachers at Union Township Middle School use a variety of instructional methods to improve student learning. Knowing that students have diverse learning styles, differentiated instructional methods are used to meet the needs of the students. In addition, teachers use cooperative learning methodology, which help students understand that learning is not always independent. In the workforce, workers must collaborate with each other to accomplish a work task or goal. Therefore, teachers create learning experiences whereby students must cooperatively work with other students to complete an assignment or project. The following instructional methods are used at various times at Union Township Middle School:

- Whole class instruction ' teacher/student interaction with new content.
- Small group instruction ' teacher/student interaction with small groups of students.
- Inquiry method ' students investigate the content to discover the answer.
- Cooperative learning ' students working together to complete a learning experience.
- Hands-on projects ' learning content by creating a model of the content.
- Demonstrations and board work ' students demonstrate their knowledge of the content on the board.
- Note taking and journals ' students write a daily journal entry and take notes of important content.
- Technology based instruction ' students utilize technology to assist with their learning or presentation of information.
- Using manipulatives ' teachers provide models to assist with the application of new knowledge.
- Oral and silent reading ' students read fiction, non-fiction, and content area material aloud and silently.
- Guest speakers ' outside speakers used to reinforce the content being presented.
- Peer evaluation and tutoring ' use of student peers to evaluate work and assist with content understanding.
- Team building activities ' activities designed to engage students in activities needing a cooperative effort.
- Student performance ' students perform a play, sing, or play music to demonstrate their creative arts abilities.

#### **5. Professional Development:**

The Union Township Middle School staff is dedicated to promoting and supporting high levels of student achievement. In order to achieve this goal, the grade level staff spends time each day in professional learning communities (team planning), communicating with each other about student needs. During their team time, the staff attends to daily operational matters as well as in-depth educational topics. This daily professional development, using the professional learning community model, helps enhance the level of student achievement.

All Union Township School Corporation staff has undertaken a full-scale curriculum mapping initiative. The middle school staff is vital in making this endeavor successful. It is imperative that the middle school staff collaborates with both the elementary and the high school staff members to help enhance a smooth curriculum transition for the students we serve. Professional development with curriculum mapping is constant. The teachers also work with the administration to develop authentic assessments that directly address the State indicators of performance standards.

In addition to team meetings, the corporation has utilized six half days each of the last two years to support professional development. We have identified, through data analysis, that the writing process and mathematic problem solving are areas that need improvement. Although reading comprehension has been statistically identified as an area in which we have improved student achievement, it will always be a focus within our curriculum and reading program. Previous professional development had focused on increasing student achievement in reading comprehension. Current professional development, with the use of the six half days, is being used to edify the teaching staff on various strategies with curriculum mapping, writing across the curriculum, and problem solving.

Union Township School Corporation is conscientiously addressing our central vision of 'What is best for kids.' The teaching staff and the administration regularly seek out opportunities to expand professional skills to enhance student achievement. As a collaborative team, we make the most of our professional development opportunities and we take advantage of all available resources.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 6 Test Indiana Statewide Testing for Education Progress (ISTEP)  
 Edition/Publication Year 1997 Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	84	84	92	86	92
% "Exceeding" State Standards					
% Pass+	12	13	21	9	15
Number of students tested	126	127	113	127	120
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		1	1		
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	58	61	70	59	70
% "Exceeding" State Standards					
% Pass+	0	4	0	0	
Number of students tested	19	23	20	34	20
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	67		55	77	69
% "Exceeding" State Standards					
% Pass+	0		9	5	
Number of students tested	18	9	11	22	13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	92	92	92	86	89
% "Exceeding" State Standards					
% Pass+	26	19	26	18	22
Number of students tested	126	127	113	127	120
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		1	1		
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	74	87	75	65	80
% "Exceeding" State Standards					
% Pass+	16	13	15	3	0
Number of students tested	19	23	20	34	20
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	83		64	73	77
% "Exceeding" State Standards					
% Pass+	22		9	5	0
Number of students tested	18	9	11	22	13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	88	88	85	93	
% "Exceeding" State Standards					
% Pass+	16	20	11	16	
Number of students tested	130	122	132	121	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	75	70	48	70	
% "Exceeding" State Standards					
% Pass+	0	4	0	0	
Number of students tested	16	23	29	20	
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	82		78		
% "Exceeding" State Standards					
% Pass+	0		6		
Number of students tested	11	8	18	8	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	95	93	83	89	
% "Exceeding" State Standards					
% Pass+	31	23	21	28	
Number of students tested	130	122	132	121	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	75	83	48	65	
% "Exceeding" State Standards					
% Pass+	0	0	0	0	
Number of students tested	16	23	29	20	
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	91		61		
% "Exceeding" State Standards					
% Pass+	9		6		
Number of students tested	11	8	18	8	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	88	84	90	86	84
% "Exceeding" State Standards					
% Pass+	18		27	16	9
Number of students tested	123	147	124	121	125
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	63	43	70	50	52
% "Exceeding" State Standards					
% Pass+	0		5	0	
Number of students tested	19	30	20	20	23
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	67	59	90	67	58
% "Exceeding" State Standards					
% Pass+	0		20	13	
Number of students tested	12	22	10	15	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Pass & % Pass+	89	88	89	83	82
% "Exceeding" State Standards					
% Pass+	26		33	23	13
Number of students tested	123	147	124	121	125
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
<b>SUBGROUP SCORES</b>					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	68	60	65	45	48
% "Exceeding" State Standards					
% Pass+	5		0	0	
Number of students tested	19	30	20	20	23
2. Socio-economic status					
% "Meeting" plus % "Exceeding" State Standard					
% Pass & % Pass+	75	73	80	73	50
% "Exceeding" State Standards					
% Pass+	17		20	20	
Number of students tested	12	22	10	15	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					