

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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

Name of Principal: Mrs. Cathy Snyder

Official School Name: Lincoln Elementary School

School Mailing Address:  
203 North Lincoln Street  
Warsaw, IN 46580-3634

County: Kosciusko State School Code Number\*: 577

Telephone: (574) 267-7474 Fax: (574) 371-5005

Web site/URL: http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=3665 E-mail:  
csnyder@warsaw.k12.in.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Ralph Bailey

District Name: Warsaw Community Schools Tel: (574) 371-5098

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Deb Wiggins

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aka Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 7         | Elementary schools  |
| 2         | Middle schools      |
| 0         | Junior high schools |
| 1         | High schools        |
| 1         | Other               |
| <b>11</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 5353

Average State Per Pupil Expenditure: 6297

### 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. 6 Number of years the principal has been in her/his position at this school.

0 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
<b>PreK</b>	0	0	0	<b>7</b>	0	0	0
<b>K</b>	49	36	85	<b>8</b>	0	0	0
<b>1</b>	34	48	82	<b>9</b>	0	0	0
<b>2</b>	28	40	68	<b>10</b>	0	0	0
<b>3</b>	40	32	72	<b>11</b>	0	0	0
<b>4</b>	26	27	53	<b>12</b>	0	0	0
<b>5</b>	38	29	67	<b>Other</b>	0	0	0
<b>6</b>	30	43	73				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>500</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
16 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
76 % White  
6 % Two or more races  
**100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 17 %

This rate is 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.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)].	80
(4)	Total number of students in the school as of October 1.	459
(5)	Total transferred students in row (3) divided by total students in row (4).	0.174
(6)	Amount in row (5) multiplied by 100.	17.429

8. Limited English proficient students in the school: 15 %

Total number limited English proficient 77

Number of languages represented: 3  
Specify languages:

Spanish, Indian, and Chinese.

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 300

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 free and reduced-price school meals 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: 21 %

Total Number of Students Served: 107

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>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>73</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>12</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>51</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	100%	96%	96%
Daily teacher attendance	92%	93%	94%	94%	96%
Teacher turnover rate	3%	9%	3%	9%	3%

Please provide all explanations below.

The past few years teachers have been attending training sessions that cause absences from the classroom. This year all teachers are attending 3-4 days of required Readers Workshop Training, causing teacher attendance percentages to go down. During the past five years the number of conference days has increased each year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Lincoln Elementary is located on the northern edge of the city of Warsaw. Warsaw is the county seat of Kosciusko County, located in the north central part of the state of Indiana. The population of Kosciusko County and the town of Warsaw have grown through the years. Warsaw currently boasts a population of over 12,000 people, according to the latest census. The population may be linked to the business, industry and recreational opportunities available in this area of the state. Warsaw is known as "The Orthopedic Capital of the World".

Lincoln Elementary School is one of seven elementary schools in the Warsaw Community School District. The Lincoln School district covers approximately six miles and includes diverse areas of housing. Lincoln students come from affluent lake homes within the district, middle class neighborhoods and also from apartments, trailer parks and low-income housing.

Lincoln Elementary serves students in Kindergarten through Sixth Grade. Lincoln also houses the corporation's Gifted and Talented Program for Third through Sixth Grade students that meet specific criteria. The current enrollment for Lincoln is 500 students.

Lincoln Elementary has seen growth in the several populations, English Language Learners, Special Education students and Title One students. Currently, 16% of Lincoln students are Hispanic and 21% receive services for Special Education. Title One services have also continued to increase over the years. Currently, 60% of Lincoln students qualify for free and reduced lunches and also received textbook assistance. The location of Lincoln Elementary provides for a diverse population of students.

Lincoln's mission is to nurture and prepare all students to become successful, responsible, and productive citizens. This can be a challenge with the diverse needs of the students that attend Lincoln. The challenge for staff members is to effectively teach to the diverse needs of the students in order to prepare students to become successful, responsible and productive citizens.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Lincoln Elementary participates in the Indiana Statewide Testing for Education Progress-Plus (ISTEP+) (<http://ideanet.doe.state.in.us/>). Overall, in the past five years, the Language Arts and Mathematics scores have shown improvement. The percentage of students passing has increased 5.8% at Lincoln Elementary, while the state average percentage of students passing has only increased by 1.9%.

Five years ago, it was noticed that many students were not passing the Writing portion of ISTEP+. Steps were taken to determine how the entire school could work toward improving ISTEP+ scores in Writing. All teachers were trained in Writers Workshop strategies for teaching writing. State writing expectations were researched and studied so that teachers would know exactly what skills needed to be addressed in order to improve writing scores. Experts in the area of writing were hired to coach and model for teachers and work with the administrator on these improvements. Applied skills were then studied to determine areas to be addressed in classrooms and on the Schoolwide Plan for Lincoln. Scores began improving the following year and have continued to improve each of the last five years. Improvement is constantly being addressed through the use of testing scores/information. Teachers look at each test to determine weak areas and develop plans to address skills that continually need improvement. Teachers also look at the written response, not just the writing prompt, to determine areas of needed improvement. Again, a plan is developed to address the needs and is included in the Schoolwide Plan for Improvement.

Reading scores have improved overall during the past five years. This improvement is partially due to the increased use of progress monitoring and using Leveled Guided Reading Groups that are flexible throughout the year. The groups are changed periodically to meet the changing individual needs of each student. Teachers participated in book study groups to read and discuss Best Practices in Reading and implement these ideas within the classrooms/grade levels. Explicit instruction of comprehension strategies were incorporated into the curriculum to address the weakness in reading test results. Lincoln students continue to improve in the area of Reading and are working on improvement in reading a selection and answering an open-ended question using specific information from the reading selection. Common structures are currently being developed as part of the Readers Workshop Model. Teachers are developing Guided Reading Lesson Plans that are consistent and appropriate to each grade level. These lesson plans are also posted on the Warsaw Community Schools Website so that all teachers within the corporation have access to the lesson plans.

The most significant increase in test scores over the past five years has occurred in the area of Math. Teachers became focused on the newly developed State Standards and began determining how the current materials were/ were not appropriate for teaching the Standards. Adopted materials continued to be used, but teachers began using grade level books for the next grade within their programs to meet the required State Standards. Teachers also provided supplemental materials for enrichment or remediation, as needed by individual students. Teachers teaching to the State Standards, using appropriate materials to support those Standards, and the practice of mastery learning have helped dramatically raise the Math test results. Once again, teachers study the individual applied skills ISTEP+ results to determine common errors and develop instructional plans that address the weak areas. This, too, becomes a part of the Schoolwide Plan.

## **2. Using Assessment Results:**

The assessment tools used for grouping students come from Developmental Reading Assessments (DRA), ISTEP+ results and the corporation's MAP ( North West Evaluation Assessment )assessment data. The intermediate grades use data from ISTEP+ and MAP to determine overall weak areas in student achievement and develop plans to address the weak areas so all student achievement improves. Instruction at grade level, enrichment, and remediation programs are developed using specific information from ISTEP+ and MAP. Collaboration occurs between grade level teachers, English Language Learner teachers, and Special Education teachers to determine who will be responsible to meet the educational needs of the students in these specific subgroups. Students are placed in Guided Reading Groups so the students are reading at the appropriate level for their ability.

Assessment data is being used to determine high ability students for each grade level (K-6). These students are placed within the same classroom so that enrichment can be provided to further accelerate their learning.

AIMSWEB assessments have been implemented this year to all students in grades K-4. Each student is tested to determine a baseline score. All students will then be monitored throughout the following years. Teachers are provided all assessment scores to assist in making appropriate improvements to instruction and the learning environment.

Students in grades K-2 are assessed using DRA and/or STAR testing to determine the appropriate reading level for Guided Reading Groups. Guided Reading Groups are used as part of the Reader's Workshop model for teaching reading.

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

Student performance is reflected in a variety of ways at Lincoln Elementary School. All students receive report cards each nine weeks of the school year. Teachers in grades 1-6 send home mid-term reports each 9 weeks to update students and parents on progress achieved. Students and parents have access at all times to a program called Powerschool, where they can monitor grades any time during the nine weeks. Parents are provided information about grades and assessments when they attend the annual Parent-Teacher Conference in the fall of each year. Students in grades 5 and 6 are required to attend and lead their conferences.

ISTEP+ and MAP assessment results are provided to parents and the community. Parents are provided a sheet that explains the test results, including student performance in each specific area tested. The local newspaper is used to communicate ISTEP+ results and areas of academic recognition, including honor roll.

Once a year English Language Learner families are invited to a dinner at the school to discuss ISTEP+ information and results. The parents also find out ways to assist their children at home and help their children succeed at school.

## **4. Sharing Success:**

Lincoln Elementary School has an open door policy and gladly welcomes visitors from other schools to observe the success in the building. Some teachers from Lincoln provide training opportunities to other schools within the school district to help with school improvements. Some teachers help by providing professional development training sessions at the district level. In addition, many teachers-to-be from local colleges visit the classrooms to observe successful instructional methods.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The State of Indiana has developed Core Standards for each curriculum area. Each grade level has specific Core Standards to teach with proficiency indicators. Each grade level is responsible for teaching mastery of the standards to the students. The Core Standards, as determined by the State of Indiana, were placed in a Curriculum Map to provide consistency throughout the corporation. A group of Lincoln teachers participated in the Curriculum Mapping process for Warsaw Community Schools. This process will help with student migration and also allow for vertical and horizontal alignment of the state curriculum.

The Core Standards for English/Language Arts are: (1) Word Recognition, Fluency and Vocabulary Development (2) Informational Text: Structure, Comprehension and Analysis (3) Literary Text: Comprehension and Analysis (4) Writing: Informational, Research and Persuasive Texts (5) Writing: Literary Text (6) English Language Conventions (7) Listening and Speaking.

Language Arts Instruction is delivered through the use of Readers' and Writers' Workshops. Teachers and staff members have been trained to use these techniques in order to reach the diverse learning needs of the students. Student engagement occurs through the use of specifically designed workshop components that address individual learning needs.

The Core Standards for Math in grades Kindergarten through Fourth Grade are: (1) Number Sense and Computation (2) Geometry and Measurement. The Core Standards for Math in grades Five and Six are: (1) Number Sense and Computation (2) Geometry and Measurement (3) Algebra and Functions.

Math instruction is delivered in a variety of ways to meet the unique needs of the student population. Some grade levels have differentiated math groups so students participate in a group at their individual learning level. Some grade levels teach Math as whole group instruction and break into smaller study groups to practice skills. Additional teacher support and peer support are used to meet the variety of needs.

The Core Standards for Social Studies are: (1) History (2) Civics and Government (3) Geography (4) Economics.

The Core Standards for Science are: (1) The Nature of Science (2) The Nature of Technology (3) Physical Science (4) Earth and Space Science (5) Life Science.

Currently the school corporation is looking at purchasing supplemental leveled reading books, trade books, and Big Books for the primary grades so that Social Studies and Science skills can be integrated into the Readers Workshop Format. The intermediate grades teach the Core Standards through the use of specific units/project based learning activities that address the Core Standards and Proficiency Indicators provided by the State of Indiana.

The Standards addressed in Visual Arts include (1) Responding to Art (2) Visual Literacy (3) Creating Art (4) Integrated Studies. All students in grades 1-6 participate in weekly Art classes where these standards are addressed. Students in Kindergarten experience Art within the classroom.

The Standards addressed in Performing Arts (Music) include: 1) Performing Music, 2) Creating Music, and 3) Responding to Music. All students in grades 1-6 participate in weekly Music classes where these standards are addressed. Students in Kindergarten experience Music within the classroom. In addition, the Music

teacher directs a yearly music program where students audition for speaking and singing parts. A specific group of students participate each year in the program (grades 3-5, grades 2-4, etc.). A student choir also participates in the music program. These students are selected from grades 4-6 and must audition to be included in the choir.

#### **2a. (Elementary Schools) Reading:**

Warsaw Community Schools has adopted a Balanced Literacy Program for the entire school corporation. This approach includes the use of Reader's Workshop and Writer's Workshop. All teachers in the corporation, including Special Education Teachers, and some reading assistants are being trained to use the Reader's Workshop Model for teaching Reading. The components of Reader's Workshop include Leveled Guided Reading Groups, Independent Reading Time, Read Alouds, Shared Reading, Mini-Lessons, and Conferencing. This approach has been adopted as Best Practice for teaching Reading.

Lincoln Elementary School has been using many components of the Reader's Workshop Model for the past several years. This year the Warsaw Community School Corporation adopted the Balanced Literacy Approach so that all schools in the system would be using this method of teaching reading. First and second grade teachers have been using Leveled Guided Reading Groups for individualized instruction for several years. Reading Recovery teachers and Title I assistants are used to help with the Guided Reading Groups.

Reading Recovery is a short-term, research-based literacy intervention used at Lincoln Elementary for the lowest achieving students in First and Second Grade. These students meet one-to-one with a specially trained, licensed teacher for 30 minutes daily. Students work on familiar reading, letter/word work, journal writing, and reading of a new text. A large majority of the students participating in the Reading Recovery Program are successful in reaching and maintaining the average range in their performance for literacy. At Lincoln we have one Reading Recovery teacher along with nine specially trained Reading Assistants. These assistants service a total of 45 low achieving First and Second Grade students in daily 20 minute increments.

Parents of children in Kindergarten through Second Grade are offered a training session to learn Reading Recovery Strategies to use when reading with children at home. The parent, child and a trainer attend this training session. The appropriate strategies are modeled for the parent and the parent then has the opportunity to practice the same strategy with their child at the session.

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

This question is for secondary schools only

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

"Lincoln Elementary School nurtures and prepares all students to become successful, responsible, and productive citizens" is the mission statement for Lincoln Elementary School. Math skills are also taught to this mission statement.

Math skills are taught using the Core Standards determined by the State. Mastery of the State Standards is achieved through Math instruction, flexible grouping, and homework. Students begin receiving Math homework in First Grade which continues through Sixth Grade. Students are responsible to complete homework and return it to school in a timely manner. Students, in the intermediate grades, who do not complete homework are required to complete their work during recess or after school. Students are required to correct their work until mastery/understanding of the concept is achieved. Students in the intermediate grades can receive extra help at recess and after school to master basic math skills. This allows students to be successful with math skills that they will need to use as lifelong learners.

Math is modified for ELL and Special Education students so that they are able to feel success at their individual levels. Younger students are provided manipulatives to learn basic math concepts in a developmentally appropriate environment. They are able to connect the math skills to their daily lives.

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

Lincoln teachers and staff members differentiate instruction in many positive and productive ways to benefit the students. Reading Recovery and Title 1 Reading services are provided to many First and Second grade students. These same reading instructors are also used to help with Leveled Guided Reading Groups in various grade levels.

English Language Learner services are provided to students needing to learn English.

Special Education services are provided to students that have an Individualized Education Plans (IEP).

An Extended Day Kindergarten Class has been developed to provide an extra hour of Language Arts skills to children who are not meeting grade level goal. Twenty-four to thirty students are provided an extra opportunity to work on letters, letter sounds, sight words, and reading.

Title 1 money is used to form smaller classes at the First and Second grade level to insure more individualized assistance to meet mastery level of the Indiana State Standards.

A resource person is provided by the corporation to assist teachers with students that are achieving above grade level and need enrichment opportunities.

Flexible grouping is used across the grade levels to insure that mastery of the State Standards occurs at all grade levels.

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

The corporation provides six half-day early release days for professional development throughout each school year. Each year the corporation focuses on a specific topic or area of improvement for the entire teaching staff. This year the corporation has provided two Literacy Coaches to help implement the Readers Workshop method of teaching Reading. In addition, this year, all certified staff and some classified staff have had release time from school to participate in Readers Workshop trainings. This year teachers are also being given choices of training sessions to attend that pertain to their own personal interests and personal growth areas.

Lincoln teachers are provided release time to observe Best Practice in schools inside and outside of Warsaw Community Schools. Observed techniques and ideas are shared with the staff so that all teachers can benefit from observations. Teachers are also given release time to write Guided Reading Lesson Plans and curriculum that pertains to their specific needs. Books are provided to teachers so they may participate in book study groups to discuss current trends in education and Best Practices in education. Some teachers attend workshops that align with school and corporation goals. Two teacher from Lincoln are members of the Textbook Adoption Committee and attend meetings to discuss current trends and choose appropriate materials for each curriculum area.

## **6. School Leadership:**

The leadership structure begins with an elected school board. The school board hires the corporation administrators: a Superintendent, an Assistant Superintendent, Special Education Coordinators, English Language Learner Coordinators, Financial Officers, etc. Principals and Assistant Principals are hired by the corporation Superintendent. Principals then hire the teachers and staff needed to accommodate each building within the corporation.

Mrs. Cathy Snyder has been the Principal at Lincoln Elementary since 2002. Her leadership roles include: supervising staff, coordinating staff development, updating school plans, data collection and dissemination, supervising the schoolwide team, coordinating information/classroom requests from central office to classroom teachers.

Mrs. Snyder is in charge of disseminating the ISTEP+ and MAP scores to teachers so that information can be sent home to parents. Mrs. Snyder discusses the test results with teachers to determine the best way to meet student needs. She reviews the KWL plans teachers develop based on test results. This information is included in the Schoolwide Plan for the following year. The Schoolwide Plan also includes updated summative information from each grade level yearly to update the school profile for the following year. Mrs. Snyder oversees this process to make sure that all learning needs are addressed, as well as strengths and weaknesses to be addressed in the following year.

Staff evaluations are completed annually. Mrs. Snyder observes each teacher during the year to encourage implementation of the Schoolwide Plan. Observations are also made to make sure the corporation initiatives are being implemented in the classrooms. Teachers are provided with a written evaluation of the observation. Mrs. Snyder recognizes positive implementations of the initiatives and offers constructive criticism for areas of growth.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2004-2008

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Pass plus Pass+	96	92	90	91	63
Pass+	48	33	56	40	45
Number of students tested	61	70	62	68	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	11	6	10	11
Percent of students alternatively assessed	18	16	10	15	17
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	94	85	85	89	51
Pass+					
Number of students tested	32	33	33	37	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+			80	90	62
Pass+					
Number of students tested	3	6	10	10	13
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+	91	64		70	18
Pass+					
Number of students tested	11	11	6	10	11
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 3 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Pass plus Pass+	92	83	92	90	70
Pass+	56	56	66	62	53
Number of students tested	61	70	61	68	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	11	6	10	11
Percent of students alternatively assessed	18	16	10	15	17
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	88	79	91	84	62
Pass+					
Number of students tested	32	33	33	37	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+			90	90	77
Pass+					
Number of students tested	3	6	10	10	13
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+	82	45		60	9
Pass+					
Number of students tested	11	11	6	10	11
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 4 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
<b>SCHOOL SCORES</b>					
Pass plus Pass+	87	80	81	72	
Pass+	49	52	53	46	
Number of students tested	71	67	78	76	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	8	5	11	13	
Percent of students alternatively assessed	11	7	14	17	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	81	70	73	57	
Pass+					
Number of students tested	37	37	40	37	
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+		75		69	
Pass+					
Number of students tested	3	12	8	13	
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+			64	23	
Pass+					
Number of students tested	8	5	11	13	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

ISTEP+ testing did not begin in Grade 4 until 2004.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 4 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
<b>SCHOOL SCORES</b>					
Pass plus Pass+	86	83	77	61	0
Pass+	68	61	51	49	0
Number of students tested	71	67	78	76	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	8	5	11	13	0
Percent of students alternatively assessed	11	7	14	17	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	76	78	63	59	0
Pass+					
Number of students tested	37	37	40	37	0
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+		67		46	
Pass+					
Number of students tested	3	12	8	13	
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+			36	31	
Pass+					
Number of students tested	8	5	11	13	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

ISTEP+ was not given to this grade level until 2004.

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 5 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
<b>SCHOOL SCORES</b>					
Pass plus Pass+	88	91	86	87	
Pass+	51	44	51	57	
Number of students tested	68	72	69	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	8	10	11	11	
Percent of students alternatively assessed	11	14	16	18	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	70	72	68	67	
Pass+					
Number of students tested	40	36	34	27	
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+					
Pass+					
Number of students tested	9	9	9	7	
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+		80	55	64	
Pass+					
Number of students tested	8	10	11	11	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

ISTEP+ was not given to Grade 5 until 2004.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 5 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
<b>SCHOOL SCORES</b>					
Pass plus Pass+	80	83	78	74	
Pass+	56	58	59	59	
Number of students tested	68	72	69	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	8	10	11	11	
Percent of students alternatively assessed	11	14	16	18	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	70	72	68	67	
Pass+					
Number of students tested	40	36	34	27	
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+					
Pass+					
Number of students tested	9	9	9	7	
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+		50	18	18	
Pass+					
Number of students tested	8	10	11	11	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

ISTEP+ was not given to Grade 5 until 2004.

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 6 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Pass plus Pass+	90	97	91	100	82
Pass+	26	31	44	39	41
Number of students tested	69	74	55	57	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	11	10	6	8
Percent of students alternatively assessed	10	15	18	11	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	88	100	83	100	77
Pass+					
Number of students tested	41	38	30	26	31
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+		100			
Pass+					
Number of students tested	8	10	8	8	8
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+		91	80		
Pass+					
Number of students tested	8	11	10	6	8
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 6 Test: ISTEP+  
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Pass plus Pass+	80	78	71	79	75
Pass+	61	50	47	61	65
Number of students tested	69	74	55	57	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	11	10	6	8
Percent of students alternatively assessed	12	15	18	11	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Pass plus Pass+	71	71	53	69	71
Pass+					
Number of students tested	41	38	30	26	31
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Pass plus Pass+		60			
Pass+					
Number of students tested	8	10	8	8	8
<b>3. (specify subgroup): Special Education</b>					
Pass plus Pass+		27	40		
Pass+					
Number of students tested	8	11	10	6	8
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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