

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Julie Kemp

Official School Name: Chrisney Elementary School

School Mailing Address: 311 Church Street
 Chrisney, IN 47611-0311

County: Spencer State School Code Number: 7751

Telephone: (812) 362-8200 E-mail: jkemp@nspencer.k12.in.us

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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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dan Scherry Superintendent e-mail: dscherry@mail.nspencer.k12.in.us

District Name: North Spencer County School Corporation District Phone: (812) 937-2400

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Pam Thompson

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 10500

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	15	10	25
K	9	13	22		7	0	0	0
1	17	16	33		8	0	0	0
2	8	15	23		9	0	0	0
3	15	13	28		10	0	0	0
4	15	8	23		11	0	0	0
5	8	20	28		12	0	0	0
Total in Applying School:								182

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
1 % 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 2009-2010 school year: 20%

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, 2009 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2009	178
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 80

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 26%
 Total number of students served: 46

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</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>7</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff	<u>0</u>	<u>1</u>
Total number	<u>12</u>	<u>10</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: 20:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	96%	97%
Daily teacher attendance	93%	95%	97%	95%	97%
Teacher turnover rate	28%	10%	10%	10%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

High teacher turnover can be attributed to our small school size and declining enrollment. Upon the completion of the 2009-10 school year, two teachers elected to retire. In previous years, teachers transferred from the school as enrollment declined and the need for a teacher was no longer there. During the 2009-10 school year, there were 9 classroom teachers employed at Chrisney Elementary. Two of these took a maternity leave, which decreased the daily teacher attendance. The leaves were covered by licensed, highly qualified individuals.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
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	<u>0%</u>
Total	<u>0%</u>

Chrisney Elementary strives to be high performing school where all students are expected to achieve at high levels. Our school is a place where students and staff work together to build learning opportunity that enhance literacy skills in ways that are meaningful to the diverse needs of our students. Our goal of creating a differentiated approach to learning and instructing has enabled students to write effectively, read critically, problem solve, and communicate. Ultimately, we want our students to become independent, self-directed learners who have a staff committed to facilitating the learning process.

Teaching and learning reflects an approach that goes beyond the traditional approach to teaching and learning because the world in which our students will live is anything but traditional. This presented a challenge to both the students and the staff. To approach this challenge, we created a school community that is committed to continuous growth and embraces change as an opportunity to excel. We transformed our school into a powerful learning community that provides opportunities for students, staff, parents and community members to achieve in this ever changing world. A commitment of this magnitude is evident within all we do at Chrisney Elementary. We are transforming into a truly professional learning community.

Chrisney Elementary is a school where individual differences are accepted and respected. The faculty and staff also place a great deal of importance on developing a climate where self-esteem is built and good behavior is rewarded. There is a strong conscious effort to provide consistent, fair discipline that focuses on helping students make good choices and to do their very best at all times. Students are recognized and rewarded for being good role models monthly and for strong academic performance quarterly. Additionally, students are recognized daily in the morning assembly. Our school sets high expectations for learning and behavior. Students are also given the opportunity to learn and demonstrate leadership and responsibility skills by participating in many leadership activities and job assignments. These opportunities allow the students to take ownership of their learning, behavior and school as a whole. Students are also provided with many extracurricular academic activities such as academic teams, essay and oratorical contests, Destination Imagination, and Lego Robotics.

Chrisney Elementary staff believes that the school is a major influence on a student's values, attitudes and future community involvement. We believe that we have created a caring environment and build relationships that encourage trust and respect among all stakeholders. We also believe that everything that happens to our students in and out of school contributes to their development and learning. The community, parents, and staff have a shared responsibility for the development of all of the students if they are to be prepared for the 21st century. We work together with the community and outside agencies to ensure that our students and parents have access to services needed to grow physically, emotionally and psychologically. In addition, the school provides opportunities for parents to become actively engaged in their child's educational growth.

Instruction begins at 7:45 and ends at 3:08. This lengthy school day provides uninterrupted blocks of time for instruction and opportunities for special area classes: music, health, physical education, art, technology and library. In addition, remediation and intervention blocks are strategically placed throughout the day in order to provide individualized instruction. This also allows for the implementation of Response to Instruction to ensure every student is provided with the instruction and support necessary to learn and achieve. Chrisney Elementary ensures equity of learning for all students. We are a full inclusion school and provide grade level curriculum modified to the student's abilities. This includes high ability learners, ELL learners, at risk learners, as well as special needs students. We are a full inclusion school student with Individualized Education Plans receive the needed support within the general education classroom from the regular education teacher, the trained support staff and the licensed, highly qualified special education teacher.

Chrisney Elementary has met AYP in every category each year since its inception. In addition, the Indiana Public Law 221 status of the school has consistently been identified as exemplary.

At Chrisney Elementary there is a shared purpose and direction for improving the performance of students and the effectiveness of the school. The school faculty is a true learning community where faculty collaboration is believed to be critical for the success of our students. Continuous monitoring of progress toward the goals of improved reading and writing ensures improvement in overall student achievement. Instructional strategies and goal action plans are developed through a consensus building approach. Once chosen the staff works to communicate and implement these instructional decisions and procedures through a differentiated approach to learning and instruction. Monthly faculty meetings, daily bulletins, weekly School Improvement meetings, weekly professional learning communities, school improvement plan, and continuous, site based professional development are all measures to ensure that the school-wide instructional decisions and procedures are effectively implemented in every classroom.

Parents, staff, students and community members were involved in the formation of the vision (Where all students are leaning, respecting, striving . . . achieving beyond the standard), mission (To provide each student with the best curriculum and instruction available and to support each student in maximizing his or her potential as a future member of our community), and belief statements.

Performance data for Chrisney Elementary can be found at www.in.doe.gov

1. Assessment Results:

A comprehensive look at all aspects of curriculum and instruction was completed in the fall of 2010. Data was collected and analyzed from the following: ISTEP+, school wide assessment of story elements, prompt writing, DIBELS, corporation benchmarks, hallway walks and self audits student, parent and teacher surveys.

An upward trend in our data can be found beginning 3 years ago. Prior to this time, our assessment results were wildly varied and spiraling downward, especially within the area of Language Arts. Data indicated a lack of mastery and overall understanding in the area of reading and there were huge differences between the performances of low-socioeconomic students versus their peers. We also had very few students achieving the Pass Plus level on the statewide ISTEP+ assessment. (There are 3 levels of achievement on the Indiana State ISTEP+ assessment: Did Not Pass, Pass and Pass Plus.) This caused a shift in the way the staff approached teaching and learning. Balanced literacy, guided reading, differentiation, intervention and small group instruction became the focus.

Currently, the teachers at Chrisney Elementary feel pride in their accomplishments, but realize that a more balanced approach to literacy must be pursued. Analysis of the data indicates the continued need for a focus on comprehension of text with an emphasis on vocabulary. In addition, there is still a documented need to continue our focus on writing with an emphasis on prompt writing and constructed response. Data reflects inconsistencies between and among all subgroups. A focus on the use of differentiated instruction in all classrooms will provide a stronger approach to instruction in order to meet the needs of all learners.

Research has been ongoing through study groups regarding best practices in reading instruction. A scope and sequence of these strategies has been developed, however, the staff realizes this scope and sequence must be implemented consistently from grade to grade in order to ensure a seamless flow of curriculum instruction. Technology has allowed us to more closely monitor student progress. Core vocabulary lists have been developed to ensure that a common language is being used throughout the building. Hallway walks and self audits have been staff created and implemented to ensure consistency of expectations throughout the building. These two pieces will continue to be refined as our practices and knowledge increase. By monitoring student performance, we hope to recognize areas of weaknesses earlier, which will allow us more time for intervention and remediation. Clearly, a balanced literacy approach and the implementation of differentiated instruction techniques will lead us to continual growth in both our students and staff.

As stated in the Chrisney Elementary Mission Statement, Chrisney Elementary is committed to providing an environment in which students are learning, respecting, striving – achieving beyond the standard.” The Belief Statements of Chrisney Elementary further reflect a focus on reading, writing and lifelong achievement. It was stated in the Belief Statements that “students should be actively engaged in a learning environment where they connect, share and expand.” Therefore, the chosen goals of improved reading comprehension and an increased writing ability are in line with and supportive of the gathered data.

Chrisney Elementary has put into place strategies within the building that support the chosen goals and reflect Best Practices. These strategies are reflected within the organizers within the appendix of our school improvement plan. Upon reflection and research throughout the past 3 years, the staff has found that strategies must occur within every classroom and at every grade level in order to provide improvement and growth in the goal areas. The transition from classroom to classroom must be seamless, as each year must build upon the strategies put into place the previous year. Hallway walks are conducted to ensure consistency within the building. As important as the chosen strategies, are the underlying documents that have been created by the staff: a scope and sequence of reading strategies K-6, a scaffolding of vocabulary terms and concepts for each grade level, a plan for core vocabulary instruction

at each grade level, a monthly prompt writing binder for each grade level that includes anchors, a parent handbook for writing, as well as a Student Data Notebook for each student in order for the students to have ownership over their own learning and achievement.

2. Using Assessment Results:

The use of assessment data is vital to everything we do at Chrisney Elementary. It drives our instruction, intervention and remediation. Staff members meet quarterly to analyze writing assessment results with one another and the principal. Results from ISTEP+, our statewide assessment, are analyzed as an entire staff to determine strengths and weaknesses of individual students and our program as a whole. Every teacher meets with the principal bi-weekly to discuss assessment results in reading, writing and math and the impact the results have on instructional approaches and materials.

All grade level teachers use the DIBELS assessment to help identify student's oral reading fluency level and in certain grade levels DIBELS is also used to assess a student's performance in phonics and phoneme segmentation. (In 2011, DIBELS will be utilized to inform comprehension, too.) From this data students are placed in intervention groups where they receive additional support during guided reading. An additional 30 minutes of intervention is provided daily after the classroom teachers' instruction has ended for the day. Scholastic's READ 180 Program is utilized for struggling readers in grades 3-6. Within the classroom, teachers remediate students who have achieved grade level proficiency on the benchmarks in language arts and math. These students are reassessed on these skills until they reach mastery. Parents receive notice of how their child is performing on DIBELS assessments and on the grade level benchmark assessments monthly and quarterly. Writing instruction occurs in a writing workshop format so that instruction is customized for individual student needs. Remediation of writing occurs within the workshop format.

Assessment results are also utilized to determine which students will participate in our Read 180 Program and our math remediation time which occurs daily. Students move in and out of these groups as progress monitoring data indicates. Students are also given opportunities to utilize assessment data. Each student tracks his or her own progress in a student data notebook in the areas of reading fluency, comprehension and writing. Students set goals and reflect upon their learning.

3. Communicating Assessment Results:

Parent communication is of the utmost importance; therefore, the staff has developed monthly goals sheets for each grade level and individual students when applicable. In addition, a plan for ongoing communication has been developed and scaffolded throughout the year. Parents are provided with assessment results monthly and ongoing updates if a child is performing below the grade level expectation. Grade level target scores are provided for each assignment, project and assessment in order to create a clear picture of a child's current level of performance.

Parent and Family nights are held monthly and each one begins with an update on the current level of achievement of the school. In addition, two school improvement team meetings are held yearly along with individual meetings with each parent to update ISTEP+ results for an individual child and the entire school. Parents are also encouraged to attend monthly community room discussions where topics are varied but focused on communicating school achievement, goals, and overall focus. Four Parent Teacher Organization meetings are held each year with the intent of sharing results. The school strives to provide and communicate overall school success, but individual student success, as well. In addition, information to enhance parent involvement occurs in a many ways: Thursday Folders, newsletters, benchmark assessment scores, monthly DIBELS progress monitoring sheets, monthly goal sheets, a school website, staff email and voicemail, monthly calendars, menus, and a parent-student handbook.

The staff also communicates with parents through a quarterly individual standards-based progress reports. This report was developed through a committee of teachers, parents, and administrators throughout the district. This progress report allows parents to see how a child is performing in regards to

individual state standards each quarter. Progress ratings reflect independent grade level knowledge demonstrated by the student. In addition, the staff strives to communicate with parents via email, in person, over the phone, through voicemail and through written correspondence.

The principal participates in local community organizations such as the Optimist Club and Community Foundation in order to articulate and share the progress and achievement of the school. In addition, the local School Board receives a presentation from the school on a yearly basis.

4. Sharing Lessons Learned:

Chrisney Elementary truly believes in sharing and giving back to our profession. Our doors are open to all visitors and observers. We have welcomed student teachers each year, spent multiple days modeling for visiting teachers and entire schools in the area of guided reading, differentiated math, and writing and shared our methods within our own school district. Over the years, we have also partnered with institutions of higher learning to model best practices and facilitate continued research.

Our teachers participate in corporation wide meetings three times per year during which they share their successful strategies and materials. They choose to lead current initiatives and voluntarily serve on district teams in areas such as high ability programming, technology and professional growth. In addition, we have teachers who have trained teachers in other districts in the areas of writing, guided reading and literacy intervention. Many of our teachers are members of professional organizations where they share ideas that have proven successful in their own classrooms.

1. Curriculum:

Overview

Daily, students are actively engaged in learning a curriculum that has been, and continues to be, written, aligned and revised by the highly qualified teachers of Chrisney elementary and their colleagues throughout the school district. Educators meet three times per year to ensure students' learning expectations are vertically aligned for optimal college and/or career success upon a student's high school completion and to stay professionally up-to-date with instructional best practices. While the foundation for the school's curriculum is the academic standards provided by the state of Indiana and/or the national learning standards, there has been significant research and scaffolding of instructional and learning expectations beyond the prescribed standards completed at the local level.

- **Reading:** A 90-minute block is devoted daily to the development of literacy skills. The primary students focus on developing a basis in concepts of print, phonemic awareness, and phonetic relationships in order to build a strong foundation for building oral reading fluency. These foundational skills are crucial for success with grade level expectations established for comprehension and analysis of both information and literary texts. Teachers explicitly model, guide, and provide for independent utilization of both metacognitive comprehension strategies (e.g. making connections, visualizations, inferences etc.) and demonstration of common comprehension relationships (e.g. cause/effect relationship, compare/contrast, main idea/detail etc.).
- **Writing:** Writing instruction takes place a minimum of 45 minutes daily. Each grade has established expectations for writing over longer periods of time utilizing the writing process (e.g. drafting, revising, conferencing, editing, and publishing) and in shorter time frames (e.g. writing on-demand, writing to convey ideas in all contents). Students in K-1 build developmental writing skills during the daily writing block (drawing pictures to convey ideas, letter formation, spaces between words, basic sentence and story structure etc.), while the upper grades learn and apply the craft of writing more deeply with specific guidelines at each grade level for the development of ideas, organization, style, voice, and language conventions.
- **Math:** Instruction and learning at each grade level focuses on the big ideas for each of these sub-disciplines for mathematics: number sense, computation, measurement, geometry, algebra and functions, data analysis and probability, and problem solving. Locally, careful attention was paid to how mathematical concepts are scaffolded so that content and skills students will need to succeed in each particular sub-discipline are well-established as students progress through high school
- **Science & Social Studies:** Instruction and learning at each grade level focuses on the big ideas for each of these sub-disciplines for science: physical science; earth science; life science; and science, technology and engineering. The big ideas for social studies include the following sub-disciplines: history, civics and government, geography, and economics. Careful attention was paid to how ideas are articulated across the grade levels, and to the development of core academic vocabulary, so that content and skills that students will need to succeed in each particular sub-discipline are introduced as students progress through high school.
- **Art:** All students participate in art class once a week for 45 minutes to experience the integrative nature of visual arts, and understand the arts as a critical component of learning in all subject areas. They are taught to recognize, describe, and critique works of art. Students also apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.
- **Music:** All students participate in music class one 45-minute period weekly. The learning expectations for this class include performing, creating, and responding to music. Students sing and play instruments alone and with others improvising melodies, variations, and

accompaniments in the classroom and limited public performances. Students are taught to compose music within specified guidelines at each grade level. Students are exposed to reading music as well as listening to, and describing music.

- **Band:** Students taking this optional course are provided beginning instrumental instruction 5 days per week. The basic skills of pitch, rhythm, tempo and phrasing are the primary focus of this elementary course which is a prerequisite for the district's middle and high school concert and marching band programs. Students also acquire foundational competence in proper posture, tone quality and breath support in order to create melodic patterns for their instruments independently and in small ensemble settings.
- **Physical Education:** All students participate in a physical education course one period per week to obtain the gross motor skills needed to perform and participate in a variety of physical activities. Students are expected to exhibit responsible behavior that respects self and others in physical activity settings so that they may learn to value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Health:** Students in grades 4-6 are provided one 45-minute period of health instruction each week. This time is set aside to support the development of skills necessary to adopt, practice, and maintain health-enhancing behaviors. The focus of learning is to develop an understanding of disease prevention (including proper nutrition), appropriate decision-making and goal-setting skills to maintain or achieve wellness to enhance health.
- **Spanish:** Students in grades 1-6 are offered this optional, beginning foreign language course two periods per week.

2. Reading/English:

At Chrisney Elementary we realize that the key to succeeding academically is reading. Children who develop good reading skills are more likely to succeed both in school and in the future. We provide a balanced approach to literacy that provides a foundation for growth for each student. Our approach is cyclical in that it begins with our core reading program based upon grade level text, moves to guided reading in order to provide small group and individual instructional level reading opportunities, then cycles to intervention or enrichment and then back. All movement within the program is based upon ongoing assessment of developmentally appropriate skills.

Guided reading is our chosen instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. Guided reading allows the teacher to meet the varying instructional needs of all the students in the class thus enabling them to greatly expand their reading skills and ability.

We are focused on the reading achievement of each student. We want our students to develop their reading skills and be able to read and comprehend on grade level. To ensure success for each student and prevent reading failure, we realize that we need to monitor the growth of each student throughout each grade level. To accomplish this we utilize many assessments such as DIBELS, locally developed benchmarks, and a developmental phonics assessment titled DRA-Phonics. Our assessments monitor each of the key literacy areas. Once we have identified how a student is performing with each of these skills, we can then focus our instruction on the needs of the student in order to ensure reading success.

Key to our success are the following ideas and concepts that we implement with fidelity:

- an instructional block of time no less than 90 uninterrupted minutes daily to include the following:
- Reading Workshop
 - Independent/Silent Reading

- Students Reading Independently
 - Teacher conducting a small guided reading group
- Shared Reading
 - Whole Class Grade Level Teaching
 - Emphasis on Comprehension Strategies
- Guided Reading
 - Students at Literacy Stations
 - Teacher conducting small guided reading groups
 - Students interacting with leveled text
- Read Aloud
 - Teacher reading aloud to entire class.
 - Reading used as springboard.
- Phonics/Spelling Workshop
 - Explicit teaching of word-specific knowledge as appropriate/specific to grade level.
 - Prefix and Suffix Scaffolding
 - Vocabulary Scaffolding
- A differentiated approach to instruction and learning
- Daily fluency practice
- A print rich environment
- Before, during and after reading activities that follow the gradual release of responsibility model.
- Direct instruction of core vocabulary
- Intervention when assessment indicates a student is not achieving at the grade level expectation.
- Direct instruction of the corporation identified comprehension strategies
- Formal and informal ongoing assessment of progress
- A overall focus and approach on the 5 key areas of literacy
- Communication with parents concerning key areas of literacy and individual student growth

3. Mathematics:

The schools mathematic curriculum has recently been through a revision process. Instruction and learning at each grade level focuses on the big ideas for each of these sub-disciplines for mathematics: number sense, computation, measurement, geometry, algebra and functions, data analysis and probability, and problem solving. Teachers met in grade level, and then vertical, teams to align our local math curriculum to Indiana's 2009 Academic Standards for Mathematics and even more recently the Common Core standards for Mathematics paying special attention to the needs of our students and to minimize, or

eliminate gaps in instruction and learning. In correlation with this, local benchmark assessments were revised to reflect changes in grade level expectations.

Assessment, in particular formative assessment, has become the center of instruction and learning. Teachers regularly use pre-assessments to determine differentiated needs for instruction in flexible, small guided math groups. Pre-assessment also helps determine students who are above grade level expectations and are ready to compact out. The locally developed benchmarks and other classroom assessments also identify students who are struggling with grade level expectation and are in need of remediation. The growth of all students, whether they are struggling or excelling, is greatly impacted by the careful analysis of their assessment data.

In addition to well informed, daily classroom instruction students are also provided opportunities for enrichment and/or remediation during regular school hours. Daily remediation time is set aside for students who are not exhibiting mastery of grade level benchmarked skills. Students who need additional time and instruction for success receive a “double dose” of instruction from their classroom teacher, a highly qualified paraprofessional, the special needs teachers, or the principal. These students also use computer software and web-based programs (e.g. PLATO, XtraMath) to review skills they are struggling with.

Students not needing remediation have the opportunity to enrich and enhance their math skills during this time. Most recently, a web-based problem solving program call Apangea has been the most beneficial. This program presents students with real world problems requiring mathematical concepts for solutions. Students are progressed through grade four through Algebra I skills at their own pace. Apangea provides for student differentiated needs as skills needed become more advanced. Avatars and live chat assistance from mathematical experts is available to students to move students toward independent mastery.

4. Additional Curriculum Area:

Overview of Technology Curriculum:

The technology curriculum utilized at Chrisney Elementary was developed collaboratively by the media specialists, the literacy coordinator and the curriculum director of the North Spencer County School Corporation.

Purpose of Technology Program:

The purpose of the North Spencer technology curriculum is to prepare students to be competent and productive members of an increasingly technological society. This purpose supports our schools mission.

Technology Program:

The technology curriculum utilized at Chrisney Elementary was developed collaboratively by the media specialists, the literacy coordinator and the curriculum director of the North Spencer County School Corporation. Special attention was devoted to the needs of our students and to minimize, or eliminate gaps in instruction and learning. The technology program is designed to educate students through a variety of mediums as well as teach them to respect the principles of intellectual freedom and property rights. Students are encouraged to act responsibly when using hardware, software, and networks. Whenever possible, technology is used to expand upon themes or concepts taught in the regular classroom. By teaching technology, students are exposed to a variety of technological opportunities and instilled with a belief that they can be proficient in whatever technical endeavor they undertake. It is the goal of the primary and intermediate technology program to instill in our students the skills needed to make them proficient, confident, literate, and prepared for careers in this time of societal transformation from primarily manufacturing based jobs to knowledge based jobs that rely heavily on technology competence.

The technology program progresses through foundational skills in the primary level such as: recognize the various parts of the computer including and their purposes, learn proper keyboarding skills through the

use of a keyboarding program, and recognize and adhere to ethical and personal rights and responsibilities of using technology. At the intermediate level students enhance their foundational skills and work toward more real world application skills such as: utilize more complex commands and applications, use multi-media presentations with PowerPoint to enhance oral presentations and communication, conduct appropriate Internet searches, and explore download procedures and ethics.

5. Instructional Methods:

The staff strives to provide an environment where all students can and do learn. A wide variety of interventions are implemented to help students achieve and each intervention is monitored to obtain assessment data. Each grade level provides daily guided reading instruction for every level of student. Also, teachers are gaining in their knowledge to differentiate instruction in all subject areas within the classroom. Teachers use several methods of grouping when instructing students such as guided reading groups, small groups of 2-6, partnering by skill and/or ability level or individual. Teachers strive to ensure that every student is engaged and responding throughout a lesson. Students interact with leveled readers in science, social studies and reading. Small group math instruction meets the needs of varying levels of students within the classroom so that they can receive instruction based on their needs and at their own pace. In addition, a few classrooms have implemented a differentiated, guided math approach to teaching. All instruction is delivered with the Gradual Release of Responsibility model in mind and is based upon assessment results. In addition, when needed, students are provided with double dosing when needed. This is additional instruction that occurs above and beyond the grade level instructional block of time. It occurs before school, afterschool and during the school wide remediation block each day. Teachers also utilize the Read 180 Software for reading in grades 3-6, Apangea Math in grades 5-6 and PLATO in grades K-6 for additional differentiated opportunities. Chrisney Elementary also utilizes a daily 30 minutes school-wide remediation time where students are remediated based upon assessment data from local math benchmark testing.

The staff also uses the Response to Instruction model to assist in the development and monitoring of instruction for students in need. The Intervention team consisting of classroom teachers, principal, school psychologist, nurse, speech therapist, special education teacher and school counselor meet monthly to discuss students who are not achieving in the classroom despite multiple attempts to change and differentiate by the teacher. The team brainstorms and selects interventions to put in place to enhance the success of the student. Progress is monitored by the individual classroom teacher and reported back the team so that informed decisions can be made. Parents are informed of the need for intervention by the team and progress is also communicated. In addition, parents are given opportunities for training and explanation of the intervention.

6. Professional Development:

Professional development is prominent in the North Spencer County Schools. Curriculum mapping among all grade levels has led to the use of benchmark assessments corporation-wide. The curriculum mapping was completed and continually revised within grade levels and across grade levels in order to define the continuum of learning in the schools. Next, benchmark assessments were established at each grade level for each of four grading periods. These are grade level expectations for students in specific aspects of writing, reading, math, and problem solving. Teachers use benchmark assessments to evaluate learning and teaching, and to identify skills that need remediation. The corporation considers the process ongoing; therefore, reports at the end of each grading period are required and discussion meetings among teacher groups are held to determine benchmark assessment effectiveness. This has been made to be even more relevant with the creation of on-line reporting. Each grade level team from across the district meets two to three times per year. The products (curriculum maps, benchmark checklists, etc.) created from these opportunities, along with the state standards, form a strong curriculum and are maintained in the classroom by individual teachers. Ongoing professional development allows the staff to continuously update and improve the curriculum.

All teachers at Chrisney Elementary participate in a weekly 30-minute Professional Learning Community. Meetings focus on the areas of reading and writing, as well as, our current school improvement goals. The strategies and practices that are used to improve teaching are research based and considered best practice. These strategies are modeled, discussed, and validated through the discussion and use of actual classroom artifacts. Teachers analyze ISTEP+ results, including student samples, to reflect on the effectiveness of current classroom strategies, as well as to point out any obvious gaps in student performance.

The Chrisney Elementary staff utilizes professional development resources to provide five days of additional internal professional development. Staff members utilize this time in ninety-minute blocks to ensure consistency in scoring writing, scaffolding curriculum, such as vocabulary and extended response expectations, and assessing students through DIBELS. This type of professional development is always timely, relevant and focused on overall improvement of curriculum and instruction. In addition, our district spends a great deal of time developing a foundation of understanding in regards to identification and instruction of identified high ability students.

External and internal professional development opportunities are consistently utilized to provide support for ongoing school improvement. Decisions regarding professional development time, money, and resources are made collaboratively among the staff. The importance of staff development does not stop with the certified teaching staff. The instructional assistants also receive regular professional development on current and relevant topics. Additionally, they are an integral part of the remediation and intervention processes. Their input and continued training is invaluable to our program and success. With the help of Title I Funding staff members are able to attend external Professional Development.

The principal receives the same professional development as the classroom teachers. She also attends conferences, and additional trainings in order to bring back knowledge and best practices that are shared with the faculty at faculty meetings and study groups. The district's administrators participate in monthly study groups that focus on effective schools, leadership for 21st century, and school change.

7. School Leadership:

The entire staff provides leadership throughout the building, and across the curriculum and regarding instruction. While there are appointed volunteer teacher representatives on each established committee, the master schedule allows each teacher the time and flexibility to serve on the Inclusion Team, School Improvement Team, Building Discussion Team, and the Documentation Team. These teams ensure consistent communication, growth, and progress is taking place throughout the school year.

Along with leadership roles, teachers are given the opportunity to make decisions based on student learning and needs. By analyzing student data from ISTEP+ scores, corporation benchmarks, and standards based progress reports, teachers can make decisions in study groups concerning the development and implementation of the school's Goal Action Plans; and the professional development necessary for implementing new strategies. The weekly school improvement team also makes decisions concerning classroom, student, and building needs. Teachers across the school also participate in the RTI problem-solving team meetings to discuss and determine interventions for struggling learners.

Chrisney Elementary is under the leadership of Julie Kemp, the current principal. Mrs. Kemp strives to provide direction and allocates the resources needed to provide quality learning experiences. Mrs. Kemp allows for staff, family, and community input when making decisions on school improvements. Additionally, she spends a considerable amount of time discussing results, instruction, and remediation with every staff member individually, and grade level teams. This allows continuous professional development and the creation of a seamless approach to teaching and learning at Chrisney Elementary.

Each morning Mrs. Kemp greets all students as they are entering the school and gathers the entire student body together to celebrate the accomplishments of the students. The accomplishments are as diverse as

the student population. This is also a time where students read and eat together, seek out peer tutoring, provide leadership within the building and participate in Minds in Motion. This is a valued part of our school day and helps to ensure that our students start their day off on the right foot. In addition, Mrs. Kemp team teaches during two math periods per day and also teaches a guided reading block of time in order to support the staff and the students. She is truly embedded within all that we do.

Students at Chrisney Elementary also demonstrate leadership by participating in Student Council, working as peer tutors, and accepting many other responsibilities throughout the school such as helping the younger students in the cafeteria, monitoring the Minds in Motion stations, serving meals in the cafeteria, working in the office, re-shelving library books, preparing the computer lab for classes each morning, and working in the school's outdoor lab.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
ISTEP Pass	96	88	88	76	90
ISTEP Pass Plus	54	4	8	24	0
Number of students tested	24	25	26	20	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ISTEP Pass	100	91	82		
ISTEP Pass Plus	62	0	9		
Number of students tested	11	11	11		
2. African American Students					
ISTEP Pass					
ISTEP Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
ISTEP Pass					
ISTEP Pass Plus					
Number of students tested					
4. Special Education Students					
ISTEP Pass					
ISTEP Pass Plus					
Number of students tested					
5. English Language Learner Students					
ISTEP Pass					
ISTEP Pass Plus					
Number of students tested					
6.					
ISTEP Pass					
ISTEP Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	96	76	96	76	75
Pass Plus	17	12	4	14	6
Number of students tested	24	25	26	21	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	91	82	100		
Pass Plus	23	9	0		
Number of students tested	11	11	11		
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	96	78	95	90	77
Pass Plus	50	17	33	20	15
Number of students tested	28	23	21	20	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	100				
Pass Plus	36				
Number of students tested	11				
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	96	78	76	75	71
Pass Plus	54	17	19	10	12
Number of students tested	28	23	21	20	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	100				
Pass Plus	36				
Number of students tested	11				
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Total Pass	91	89	95	84	92
Pass Plus	68	74	24	23	15
Number of students tested	22	19	21	31	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass					
Pass Plus					
Number of students tested					
2. African American Students					
Total Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Total Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Total Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Total Pass					
Pass Plus					
Number of students tested					
6.					
Total Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	82	89	90	84	85
Pass Plus	18	26	19	23	12
Number of students tested	22	19	21	31	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass					
Pass Plus					
Number of students tested					
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	95	86	88	90	96
Pass Plus	42	22	36	45	43
Number of students tested	19	37	33	20	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass		69	70		
Pass Plus		8	10		
Number of students tested		13	10		
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: unknown Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	89	76	79	85	95
Pass Plus	53	19	6	10	43
Number of students tested	19	37	33	20	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass		62	50		
Pass Plus		8	0		
Number of students tested		13	10		
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass					
Pass Plus					
Number of students tested					
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	92	89	96	88	82
Pass Plus	41	20	18	24	0
Number of students tested	93	108	103	93	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	19	80	82	75	68
Pass Plus	4	0	18	7	9
Number of students tested	34	39	36	25	17
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass		75	84	75	68
Pass Plus		0	0	0	0
Number of students tested		18	18	18	21
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
SCHOOL SCORES					
Pass	90	83	85	79	79
Pass Plus	37	14	10	15	0
Number of students tested	93	108	103	93	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	86	75	78	75	68
Pass Plus	25	10	4	0	0
Number of students tested	34	39	36	25	17
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass		40	32	25	24
Pass Plus		33	45	24	0
Number of students tested		18	18	18	21
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: Between year 2 and 3, as collected above, the test moved from a fall to a spring date and also from a test of previous grade level skills to a test of current grade level skills.					