

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Hamilton Southeastern Junior High School
(As it should appear in the official records)

School Mailing Address 12001 Olio Rd.
(If address is P.O. Box, also include street address)

Fishers Indiana 46038-9799
City State Zip Code+4 (9 digits total)

Tel. (317) 594-4120 Fax (317) 594-4129

Website/URL www.hse.k12.in.us/HSJH/default.htm E-mail sswitzer@hse.k12.in.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Concetta Raimondi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Susan Dilley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

9	Elementary schools
2	Intermediate schools (5/6)
2	Junior high schools (7/8)
1	High schools
1	Other (Freshman Only)
15 TOTAL	

2. District Per Pupil Expenditure: \$5760.12
 Average State Per Pupil Expenditure: \$5753.92

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. <1_____ Number of years the principal has been in her/his position at this school.
 20_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	210	182	392
1					8	214	212	426
2					9			
3					10			
4					11			
5					12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								818

6. Racial/ethnic composition of the students in the school:
- 89% White
 - 6% Black or African American
 - 2% Hispanic or Latino
 - 2% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 1% Multiracial
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 6.38%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	783
(5)	Subtotal in row (3) divided by total in row (4)	.0638
(6)	Amount in row (5) multiplied by 100	6.38

8. Limited English Proficient students in the school: 0 (Students are serviced at other junior high.)

Number of languages represented: 16

Specify languages: Hindu, Romanian, Tamil, Serbian, Arabic, Korean, Spanish, Vietnamese, Persian(Harsi), Urdu, Russian, Punjabi, American Sign Language, Gujarati, Cantonese, Mandarin

9. Students eligible for free/reduced-priced meals: 7%

58 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11%
87 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

9 Autism	1 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	45 Specific Learning Disability
1 Hearing Impairment	2 Speech or Language Impairment
5 Mental Retardation	1 Traumatic Brain Injury
1 Multiple Disabilities	0 Visual Impairment Including Blindness
14 Emotional Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	39.9	4
Special resource teachers/specialists	4	2
Paraprofessionals	6	2
Support staff	6	1
Total number	57.9	9

12. Average school student-“classroom teacher” ratio: 18.6:1

13. Attendance patterns of students and teachers as a percentage

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.6%	96.6%	96.5%	96.5%	96.1%
Daily teacher attendance	97%	97%	98%	98%	99%
Teacher turnover rate	1%	2%	0	4%	0
Student dropout rate	0	0	1 (.0014)	0	0
Student drop-off rate	HS only				

PART III- SUMMARY

Hamilton Southeastern Junior High School is a public school providing opportunities for 7th and 8th grade students in the Town of Fishers, Indiana. It is one of two junior high schools in the Hamilton Southeastern school district. The Town of Fishers is located just northeast of Indianapolis. We are a growing school district gaining approximately 1000 new students a year and anticipating that same type of growth for the next ten years. Our current enrollment is 827 students in a district of 11,861. Being a part of a growing district provides excitement, challenges and need for superior planning in all areas.

Hamilton Southeastern Junior High staff, students, parents and community members strive together for educational excellence by providing experiences which challenge students to become effective decision-makers, problem-solvers and communicators. Our expectations, based on this mission, are that students can “perform” or apply their knowledge of mastery in each of these areas. To increase the quality of instruction, our teaching is enriched and enhanced through staff development activities which have been strategically orchestrated to make the most effective use of our time and to stay focused on the mission and vision of our school. Our efforts have resulted in student achievement that has consistently placed us among the top 5 junior high schools in the State of Indiana.

We have a very strong and diverse curriculum. We operate with a traditional junior high schedule allowing students to meet with each of their classroom teachers for 45 minutes each day. The day begins with a 14 minute Advisory period in which students have the opportunity to study character education traits and make connections with a teacher outside their core academic classes. Traditional academic subjects of language arts, math, science, and social studies are taught in accordance with the Indiana Academic Standards. All classes are heterogeneously grouped with the exception of honors and advanced programs in math and language arts. The corporation has set a goal that by 2010-2011 at least 75% of the 8th grade class will have successfully completed at least Algebra 1.

Because we know that students learn in different ways, we have designed flexible programs to accommodate maturational and learning style differences. We provide opportunities for exploratory and enrichment experiences in fine arts, practical arts, foreign language and extracurricular programs. Our foreign language program is exemplary! We offer four honors level languages including Japanese, French, German and Spanish. The foreign language curriculum is identical to our high school honors foreign language curriculum. Currently, students have more than 35 extracurricular opportunities including: athletic and academic teams such as Destination Imagination, Science Fair, Academic Bowl, Geography Bee, performing arts opportunities and student government. These programs are designed to be experiences which are appropriate to the developmental changes unique at the junior high level. Providing many choices to our students is a key ingredient to our success.

Parent involvement in our junior high is sensational. Our Parent/Teacher organization (Triangle Club) meets monthly to discuss school issues and ways in which they can be helpful to our students and staff. They operate extremely successful fundraisers that provide many opportunities for our students and staff throughout the year. Our parents are consistently visible and involved. The Triangle Club, in addition to our Public Law 221 committee, comprised of parents, teachers, students, community and board members serve as beneficial advisory groups for the principal and staff at the junior high. At Hamilton Southeastern Junior High our exceptional parent involvement is another key ingredient to our success.

Hamilton Southeastern Junior High continually strives to provide a safe and developmentally appropriate learning environment for our children. Fostering an environment filled with positive human relationships based upon integrity, responsibility and respect for the rights of others is our goal. We encourage students to put forth their best effort at all times. Hamilton Southeastern Junior High School is an excellent junior high due to the fact that we work cooperatively to accomplish our goals with the best interest of our students as the focus. At the same time, we realize that we must continue to assess the effectiveness of our programs and our approach to young people today if continued improvement is to occur.....and it will!

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results in Reading (Language Arts or English) and Math:

Students are tested on the Indiana Academic Standards through the ISTEP+ test administered in the fall of each year. The test is directly aligned with the academic standards all teachers are required to teach in the state of Indiana. The results of these tests in our building are particularly helpful to our 7th grade teachers. With the ISTEP+ test being administered in the fall, though it is given in the 8th grade, it is truly an indicator of the successes of our 7th grade program. However, for our 8th grade teachers it is also an important indicator of areas students have mastered and areas still needing improvement. The ISTEP+ test contains multiple choice questions and an applied skills portion requiring students to communicate their answers in writing. ISTEP+ is designed this way for both mathematics and language arts.

In mathematics, our percentage of students passing continues to rise. Of the 425 eighth graders taking the test in 2003, 93% passed. That percentage tells us several things. First, the percentage of students passing is continuing to rise as that is a 1% increase from 2002. Obviously, with our current methods of instruction and building-level assessments we are helping our students to achieve mastery of the standards. Secondly, we can see from the results that in the two categories of Pass and Pass+ we are continuing to see growth in performance. In 2002, 36% of our students were in the Pass+ category. This year that percentage increased to 42% Pass+. We are also able to glean from this information that there are still 7% of our students not meeting mastery. The Applied Skills portion of this test allows us to see the actual student work in problem solving and calculating including how accurately students were able to communicate their answers. We can determine areas of weakness by examining the data and looking at the actual student work. Then, we can re-direct or re-design programs to meet the needs of those students while at the same time continuing our pursuit of bringing more students into the Pass+ category. The test results are specific by standard and therefore make the task of improving our work very focused.

Language arts test results provide us with similar knowledge. Of our 432 eighth graders who took the test this fall, 90% of them mastered the state standards. We did see 1% increase, from 18% to 19% this year, in the number of students achieving in the Pass+ category. Again, because the test is directly aligned to the standards our teachers are required to teach, it is a helpful tool in determining areas we excel in and areas with room for improvement. We know that we have 10% of our students who are not passing this assessment. Through the Applied Skills portion of this test, we can examine individual student writing and reading comprehension to determine why a student may not have earned all of the points that were possible. Again, this is specific information we use to help adjust our programs and instruction to better meet the needs of students and improve the teaching techniques utilized throughout the course. The knowledge we obtain from the writing portion of the Applied Skills is very valuable for all of our teachers. Since we focus on writing across the curriculum, these results will help us to better implement effective writing techniques and assessments in all areas.

How Hamilton Southeastern Junior High uses assessment data:

Hamilton Southeastern Junior High is delving deeper into tests results as each year goes by. Looking at individual student reports on the Applied Skills portion of the test, we can determine which students are not receiving the full points possible. We take that individual student report and then pull the actual student work to read what answer was given. The Teacher's Scoring Guide, provided by the State, gives us a description of what it takes to get a perfect score and then proceeds to define each score less than perfect. From that description and studying the student work we begin to see "themes" such as problem solving in mathematics, that indicate to us areas of strength and weakness in our instruction and student mastery. In mathematics and language arts, we are able to study the results of the test per student by standard. As teachers working in professional learning communities, we have discussions about when we teach those topics, how we teach them, how we assess them, what is working well and where we can improve. Because we are fortunate to have another junior high in our district, we have this conversation across the buildings in an effort to learn from each other's strengths. Once our math and language arts teachers have a good idea of what we need to do differently to improve student performance, we begin to elicit the skills and ideas of all teachers within our building. This procedure and study allows us to utilize our ability to set up specialized programs, such as our essential skills courses, to meet the needs of individuals so that we are able to incorporate better practices for all students across the curriculum at both grade levels.

Additionally, as a part of our professional development plan, teachers use their common assessments/final exams to examine student performance and help indicate where we can improve. Ultimately, our benchmark performance assessments will replace our current standard final exams so that we have greater opportunities to examine actual student abilities to apply knowledge. Those benchmark performance assessments will be given two to four times a year and will provide us with more local standardized assessment data. The study of student work through our professional learning communities will assist in making better decisions about where our students need to perform at higher levels.

How Hamilton Southeastern Junior High communicates student performance to parents, students, and the community:

Hamilton Southeastern Junior High communicates to parents, students and the community in various forms. The first communication of our ISTEP+ results comes from the Indiana Department of Education as general scores for our school system are shared through the media. Once the principal receives the results of the overall scores, she sends those results out to parents via the school newsletter, listserv, and district website. A cover letter of explanation is mailed home to each parent with the individual student results. In accordance with our PL221 plan, the PL221 committee comprised of parents, teachers, administrators, school board and community members convenes at least once a year to review the results and to analyze our plan for school improvement. We discuss areas for improvement in student performance and for staff development. That plan is revised if need be and set into motion for another school year based on the recommendations of that committee. District level administrators also analyze the data for each school and share plans for the discussion of those results with each building administrator.

The building principal also has discussions with the parent/teacher organization. Those conversations lead to great questions, explanations, and discussions about what we are doing and learning from these tests results to improve student performance, mastery of the standards and professional staff development.

Throughout the course of the school year, we distribute comprehensive mid-term reports half-way through a 9 week grading period. Report cards are mailed home to parents at the end of each grading period. Many students receive bi-weekly progress reports based on parent and/or student request or on the requirements of an Individual Education Plan for our special needs students. Parents can have a complete updated grade sheet for each class within 24 hours of asking due to the capabilities of our electronic grading system, Integrate Pro. Additionally, Parent/Teacher conferences take place throughout the year to address the needs of children.

How Hamilton Southeastern Junior High will share its successes with other schools:

Hamilton Southeastern Junior High shares its success both within the district and outside of the district. Internally, we utilize our time in professional learning communities to share amongst our colleagues. Also, as we participate in curriculum meetings across the district, we share what we are doing while learning from others about what they are doing to improve the performances of all students. Additionally, we utilize our ability to post ideas and successful lessons on our Intranet. Outside of the school district, we share through our Central Indiana Educational Services Center as it provides an opportunity for us to have professional discussions with fifteen other school systems that are located near Hamilton Southeastern. Through this CIESC our teachers have the opportunity to participate in a Teacher Leadership Academy where they share Hamilton Southeastern Junior High successes while at the same time learning new research-based skills. We also have teachers who conduct workshops both inside and outside of the district, teach at local colleges such as Indiana University-Purdue University of Indianapolis and present at national conferences. Administratively, the eight middle school principals of Hamilton County meet on a regular basis to share successful techniques.

PART V – CURRICULUM AND INSTRUCTION

Describing the Hamilton Southeastern Junior High curriculum and how all students are engaged with significant content, based on high standards:

Differentiated instruction, whole group instruction, small groups, common assessments, problem solving, application of writing skills, individual educational plans, 6+1 Writing Traits and student choice are all characteristics of the opportunities our teachers provide for all students at Hamilton Southeastern Junior High across the curriculum. Our curricular programs are diverse, extensive and challenging ranging from regular course curriculum through Advanced Placement and honors courses. The curriculum provides enrichment and exploratory opportunities for all students in the traditional academic areas as well as in the areas of fine arts, practical arts and foreign language.

Our English/Language Arts curriculum includes the offerings of regular English designed to be a yearlong study of grammar, literature, spelling and vocabulary. Composition is a course for our 7th and 8th graders. It is a class that has been developed to establish and reinforce the basics of the writing process and how to construct an effective piece of writing and communicate articulately. The fact that nearly all of our students take this course is a tribute to our continually high test scores. Additionally we offer an advanced English course which offers a higher level of reading and an accelerated approach to learning grammar, literature, spelling and vocabulary. Our Essential Skills course in language arts is a review course to practice content in English and reading in accordance with the ISTEP+ and Indiana State Board of Education standards and proficiencies.

In Mathematics, we offer courses to our 7th graders including regular and advanced math, and high school level Algebra I. In addition to those courses, we offer Honors Algebra I and Honors Geometry I to our 8th graders. By the year 2010-11, it will be required that each of our 8th graders completes the coursework for Algebra I.

During the first semester, our 7th grade science curriculum is based on the study of the eight biomes and cells, animals and plants. An annual three day trip to Camp Tecumseh allows our students the time and resources to utilize their skills and knowledge in real world situations. The Bayview Project for 7th graders assigns students an identity as a citizen in an imaginary coastal town to solve the problem of how to deal with solid waste. Each year the 8th grade Science classes participate in the Rube Goldberg Project. This competition occurs at Purdue University and challenges students to use common household objects and junk to create a 10 step contraption to complete a simple task. The project is a lesson in basic physics, simple machines, motion and force. Also students are tested on the life skills of teamwork, compromise and persistence. Each of these topics is interwoven into our 8th grade science curriculum.

World History is the course for our 7th grade students in social studies. While the 8th grade curriculum of American History covers American history from the Pre-Columbian period through the period just after the Civil War(Reconstruction). In the 8th grade, students participate in a mock trial. All students assume the roles of attorneys, witnesses, jurors, and even judges. Throughout our social studies curriculum other role plays and hands-on activities are incorporated like the mock trials.

Our students have an opportunity to select from four honors level foreign language programs including Spanish, French, German and Japanese. These yearlong high school level courses include developing skills in listening, speaking, reading and writing. Students are introduced to the cultures of the various countries that speak that language. Students completing year two of the language in the 8th grade are eligible for year three at our Freshman Campus.

Musical programs offer general music, beginning, concert, varsity, and symphonic band. Our choral program includes offerings for Panther Edition, Panther Sensation, and Panther Sound. Additionally we offer Orchestra to our students. Each musical program is designed to be developmentally appropriate to encourage interest and skill development.

Physical Education and Health courses are either semester courses or 9-week courses depending

on whether or not students are taking a foreign language in the 8th grade. Physical education courses involve daily physical activity and promote activity for life. Our health program promotes the knowledge required for our students to make healthy life style choices.

All of our practical arts programs are 9-week courses. Those programs include agriculture, family and consumer science and industrial technology.

Art production is accompanied by art history, art criticism, aesthetics, curricular integration, and art in the community. Most projects include an exploration of an artist, style, movement, or culture that is directly or closely related to each topic. All students take an art course either for the entire year or for a 9-week period.

Hamilton Southeastern Junior High School's English/Language Arts curriculum:

Our Language Arts program contains a strong curriculum which emphasizes basic educational skills and high academic standards designed to meet the needs of each student. Composition is a semester course required for all 7th graders who were not eligible for honors foreign language. It is also required for all 8th graders who did not maintain a "B" or higher in 7th grade English or Composition. While in this course, students complete several different types of writing including descriptive, narrative, personal narrative, persuasive, explanatory, informative, and research and report writings. Connections are made between reading and writing. An emphasis is placed on creativity, grammar, usage, mechanics, spelling and the writing process. In addition to these experiences, at the 8th grade, four to six weeks of the course is spent on the fundamentals of journalism.

All students either take a regular or advanced English course. The advanced course requires a teacher recommendation for enrollment. Both courses address the rigorous Indiana Academic Standards. The advanced English students read higher levels of literature. Both courses incorporate writing into their curriculum. In these courses we address the reading needs of the children through book choices, literature circles, and various reading assessments.

Essential Skills Language Arts is a program that has been designed by the teachers and administrators of HSJHS. Students are selected to be in this course after careful study of our ISTEP+ results. The class is designed to review and practice content in English and reading in accordance with the Indiana Academic Standards. Concentration is placed on organization, test-taking, and note-taking skills as well as fundamentals of English and reading. This is a semester course that students take in place of a practical or fine arts class. The class sizes are small, averaging 15-20 students, for greater teacher/student communication. We had 73 students enrolled in this program last year. Of those 73, forty-two of them passed in both math and English this fall. Those forty-two students had never previously passed the test. Additionally, we had 4 students pass in the English section only. That means a total of 63% of the students taking this course were successful for the first time on the English portion of our ISTEP+ test. This continues to be a course that is helping us meet the reading and English needs of our students.

Hamilton Southeastern Junior High School's Foreign Language curriculum:

Thirty-three percent of our students are enrolled in one of four honors level foreign languages. Studying a foreign language enhances critical and abstract thinking. It improves reasoning and organizational skills. It is interdisciplinary in nature. Among the advantages afforded to students who study foreign languages are: increased vocabulary in students' native language, more thorough understanding of our global economy, increased career opportunities, crucial understanding of the mechanics of language, enhanced cross-cultural communication, heightened development of cognitive growth, and better verbal SAT scores. The first year concentrates on developing proficiency in the four basic skills: listening, speaking, reading and

writing. Introduction to the culture is assured through the study of the geography, customs, lifestyle, food and diversity of the people. The foreign language courses that we offer at the junior high are Honors Level 1 courses only. The differences between the regular one-year courses and our Honors Level 1 courses are many. Students study more chapters of the textbook in depth and examine the subtleties of grammar. The Honors Level 1 assignments are typically open-ended versus guided. The majority of the class is conducted in the target language. There are many opportunities for open-ended speaking, oral compositions and classroom conversations in the target language. Students are expected to move quickly into open-ended communication activities. Students in these courses spend more time writing and longer essays are expected. The topics usually deal with personal experiences and a range of cultural and literary themes. Students must be recommended to take this level of language and it is an option for all of our 7th and 8th graders who meet the requirements. The purpose of offering the Honors Level I courses at the junior high level is to provide students an opportunity to enter advanced placement foreign language at the high school. Students who follow this path could take 5-6 years of foreign language before graduation.

Instructional Methods used at Hamilton Southeastern Junior High:

Teachers at Hamilton Southeastern Junior High are trained and skilled in a variety of instructional approaches including differentiated instruction, multiple intelligences, brain research tied to student learning, the 6+1 traits of writing, best practices in the content areas and authentic assessment. It is expected that teachers incorporate these skills into their daily lessons. Teachers also incorporate technology as an effective means of instruction and research with students. Our building contains two labs for this purpose as well as classroom and media center computers. Additionally, we utilize the benefits of Smart Boards with groups of students. Our instructional approaches are very hands-on and exploratory oriented. Students are encouraged to think creatively and critically while applying the knowledge they have obtained. The Rube Goldberg Project, BayView Project, Mock Trials and Camp Tecumseh experience are all examples previously mentioned that reflect our common practice of hands-on learning. We encourage the use of authentic assessments in our classrooms in place of traditional multiple-choice type assessments as we strive to get our students to think about what they are learning and apply their skills.

Hamilton Southeastern Junior High School's professional development program:

Hamilton Southeastern Junior High believes that the most effective way to improve the achievement of students is to improve the quality of teaching. Our professional development is directly linked to the goals established by our district. The professional development program is results-driven, research-based and standards-based. Using our building goals in conjunction with our corporation goals, our program focuses on increased teacher accountability for linking classroom activities to student results. Hamilton Southeastern Schools have implemented a professional development program based on the following framework:

- Individual and organizational development
- Coherent strategic plan for the school corporation as well as each school
- A focus on student needs and learning outcomes
- Standards-based focus

- Multiple forms of job-embedded learning
- Collaborative, regularly scheduled, and ongoing training
- Teachers study the teaching and learning process
- A combination of generic and content-specific skills
- Consultants as facilitators and collaborators
- Experts inside the school/corporation
- Teachers and administrators as a community of learners
- Continuous improvement model based on student learning impact

We have been afforded the opportunity throughout the previous school years to “work on the work” during ½ days for professional development built into our school calendar. At HSJHS, we have developed a Professional Development ladder in accordance with district goals. Our teachers are professionally trained, train one another, and are accountable for implementing the following strategies: Classroom management (Harry Wong), Motivating Reluctant Learners (Jim Fay), Brain Research (Pat Wolfe), Differentiated Instruction (Carol Tomlinson), Writing Development (6+1 Writing Traits), Best Practice (Zemelman, Daniels, Hyde), Authentic Assessment (Kay Burke), Teaching with Technology, TESA (Teacher Expectation and Student Achievement), and most recently, Professional Learning Communities at Work (Rick Dufour). We continue to find this method of professional development to be successful as we continue to have data that indicates growth in student achievement.

PART VII - ASSESSMENT RESULTS

Data Display Table

Grade 8 ISTEP

Data Display Table for Reading (language arts or English)

	2003	2002	2001	2000	1999
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL MEDIAN SCORE	570.1	574.6	532.5	528.9	531.0
% Total Passing	382/ 90%	327/ 89%	304/ 90%	255/ 88%	231/ 88%
% Pass+	79/ 19%	67/ 18%	X	X	X
% Pass	303/ 71%	260/ 70%	X	X	X
Number of students tested	425	369	336	289	263
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. SES					
Paid lunch- # of students	402	356	324	X	X
% Total passing	94%	89%	91%	X	X
Free/Reduced lunch- # of students	20	13	12	X	X
% Total passing	65%	77%	67%	X	X
2. Ethnicity (# of students/ % passing)					
Black	23/ 74%	15/ 73%	9/ X	*	9/ X
Asian or Pacific Islander	11/ 100%	10/ 90%	8/ X	*	8/ X
Hispanic	7/ X	3/ X	2/ X	*	2/ X
White	375/ 94%	331/ 89%	314/ 92%	*	242/ 87.6%
STATE SCORES					
Basic Academic Standard Score	516	516	466	466	466
% Total passing	65%	64%	68%	68%	69%
% Pass+	7%	7%	X	X	X
% Pass	58%	56%	X	X	X

X= Data not reported by Indiana

*= HSE Schools was a pilot site for student testing number labels. Ethnicity data is not available.

Data Display Table

Grade 8 ISTEP

Data Display Table for Mathematics

	2003	2002	2001	2000	1999
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL MEDIAN SCORE	619.3	608.6	553	528.9	531
% Total Passing	394/ 93%	339/ 92%	309/ 92%	255/ 88%	231/ 88%
% Pass+	177/ 42%	131/ 36%	X	X	X
% Pass	217/ 51%	208/ 56%	X	X	X
Number of students tested	425	369	336	289	263
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. SES					
Paid lunch # of students	402	356	324	X	X
% Total passing	94%	93%	93%	X	X
Free/Reduced lunch- #of students	20	13	12	X	X
% Total passing	65%	62%	75%	X	X
2. Ethnicity (# of students/ % passing)					
Black	23/ 74%	15/ 87%	9/ X	*	9/X
Asian or Pacific Islander	11/ 100%	10/ 100%	8/ X	*	8/X
Hispanic	7/ X	3/ X	2/ X	*	2/ X
White	375/ 94%	331/ 92%	314 93%	*	242/ 81%
STATE SCORES					
Basic Academic Standard Score	517	517	486	486	486
% Total Passing	71%	66%	66%	64%	63%
% Pass+	14%	11%	X	X	X
% Pass	57%	55%	X	X	X

X= Data was not reported by Indiana

*= HSE Schools was a pilot site for student testing number labels. Ethnicity data is not available.