

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Childs Elementary School
(As it should appear in the official records)

School Mailing Address 2211 S. High Street
(If address is P.O. Box, also include street address.)

Bloomington IN 47401-4314
City State Zip Code+4 (9 digits total)

County Monroe State School Code Number 6187

Telephone (812) 330-7756 Fax (812) 349-4798

Web site/URL <http://www.childs.mccsc.edu/> & E-mail msudbury@mccsc.edu
<http://www.mccsc.edu/>

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's Mr. James Harvey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Monroe County Community School Corporation Tel. (812) 330-7700

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

(Superintendent's Signature) Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----|---------------------|
| 14 | Elementary schools |
| 3 | Middle schools |
| 3 | Junior high schools |
| | High schools |
| | Other |
| 20 | TOTAL |
2. District Per Pupil Expenditure: \$5,613.00 (2005 General Fund Expenditures)
- Average State per Pupil Expenditure: \$6,025.00

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. 22 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1, 2006 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	36	22	58	8			
1	33	33	66	9			
2	29	41	70	10			
3	38	35	73	11			
4	32	25	57	12			
5	39	28	67	Other			
6	33	39	72				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							463

6. Racial/ethnic composition of the school: 83 % White
2 % Black or African American
6 % Hispanic or Latino
9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2005 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	482
(5)	Total transferred students in row (3) divided by total students in row (4)	0.064
(6)	Amount in row (5) multiplied by 100	6.4%

8. Limited English Proficient students in the school: $\frac{10}{45}$ %
 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Achinese; Chinese; German; Korean; Romanian; Spanish; Turkish; Vietnamese
9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 25

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

10. Students receiving special education services: $\frac{12}{55}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u>	Autism	<u>14</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>2</u>	Other Health Impaired
<u> </u>	Deaf-Blindness	<u>29</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u> </u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>6</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </u>	Multiple Disabilities	<u> </u>	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u>3</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>8</u>	<u>7</u>
Total number	<u>37</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24: 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	95 %	97 %	Not Available	Not Available
Teacher turnover rate	3 %	0%	7 %	Not Available	Not Available
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Childs Elementary School is one of 14 elementary schools in the Monroe County Community School Corporation located in Bloomington, Indiana. Indiana University has a strong impact on the community, providing the town with rich cultural opportunities. Many of the families in the Childs attendance area have an affiliation with the university. Education is a high priority to the families served by Childs.

Childs School is proud of its long tradition of high academic achievement. The school is designated a Four Star School in the State of Indiana, indicating that the school is in the top 25 percent of schools in the state in the areas of language arts, mathematics, science, and attendance. Its student body is comprised of an African-American population of 2 percent, 6 percent Multiracial, 9 percent Asian, 3 percent Hispanic, and 80 percent Caucasian. Approximately 5 percent of the students receive free and reduced lunch. The total enrollment for Childs is 463 students.

The school's mission statement focuses on a commitment "to academic excellence, achievement of each child's potential, and the development of social skills that enable all students to be successful." Creating a positive and inclusive school environment is a daily focus at Childs Elementary School. Staff members and students practice lifelong guidelines and lifeskills based upon mutual respect. The school community embraces differences and recognizes that diversity strengthens the learning community.

Collaboration and cooperation are essential components in the learning environment at Childs School. Teachers actively pursue professional growth opportunities and regularly collaborate on best practices. Students are active learners, engaged in meaningful content based on state standards. All children and adults strive for their "personal best" in both academic pursuits and daily interactions with each other. Parents, teachers, administrators, staff and students all contribute to developing a learning environment that enables each child to meet his or her maximum potential.

Parents support their children's education through various volunteer opportunities. Parents volunteer in the library, assist in classrooms, conduct fund raisers, serve as writing coaches, and listen to students read. The school's active Parent-Teacher Organization provides a great deal of financial support, recently funding the purchase of approximately ten computers for the school's computer lab. Strong parental support is instrumental in achieving academic excellence.

The administration consists of one elementary principal. The faculty is composed of 19.5 classroom teachers, special area teachers for music, art, physical education, and a full-time media specialist. Three special education teachers, a part-time speech and language pathologist, a part-time ESL teacher and a part-time social worker support our students with special needs. Most students with special needs are fully included in regular classrooms. Five students with substantial disabilities are in a self-contained classroom, but are included in general education classrooms whenever possible. Four full-time and four part-time paraprofessionals assist students needing additional support. The faculty and staff at Childs School care deeply about each child and carefully nurture individual growth and development.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** One of the main sources of data is the state mandated Indiana Statewide Testing for Education Progress (ISTEP+). Currently, students in grades 3-6 take ISTEP+ in the fall of the school year, measuring achievement from the previous school year. Results are also used to determine Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act of 2001.

ISTEP+ is divided into three categories—Pass Plus, Pass, and Did Not Pass, with cut scores determined for each grade level each year in the areas of language arts and math. Data is disaggregated into subgroups—Special Education, Limited English Proficiency, Gender, Socioeconomic, and Ethnicity.

For the past five years—2001-02 through 2006-07—Childs School has consistently maintained high achievement in the area of language arts and mathematics as indicated by grade level averages of percentage passing:

Grade	Language Arts Average Percentage Passing (past 5 years)	State % Passing (past 3 years)	Math Average Percentage Passing (past 5 years)	State Math % Passing (past 3 years)
3	92%	75%	91%	72%
4	90%	73%	91%	74%
5	93%	73%	89%	74%
6	93%	70%	94%	75%

Childs School students score significantly above the state average scores.

The state's disaggregation summary report is evaluated by faculty members and the Public Law 221 School Improvement Committee. As teachers analyze subgroup data, they identify instructional strategies to better meet the needs of individual students. Students scoring below or slightly above cut scores are targeted for additional assistance within the regular classroom setting. This has had a positive impact on student achievement. For example, special education students in grade five during 2005-06 school year scored 60 percent passing and in 2006-07, the same students scored 90 percent passing. Another subgroup, ethnicity, reports Asian children at Childs generally score in the 90 percent passing range.

Childs Elementary School has earned a Four-Star status each year, beginning in the 1996-97 school year. This indicates that Childs has scored in the top 25 percent in the state. Childs has consistently achieved AYP as well.

AYP Total Percent Passing

Year	2003	2004	2005
Language Arts	91%	94%	92%
Math	91%	91%	94%

Note: AYP report for 2006 is not available as of the date of application submission.

Information on the state assessment system can be found at the Indiana Department of Education website address, <http://www.doe.state.in.us/welcome.html>.

2. Using Assessment Results: The school-developed Public Law 221 School Improvement Plan is based on triangulation of various school assessments. This plan details a comprehensive overview of curriculum, instruction, and assessment. School improvement goals and professional development plans are developed as a result of data analysis as detailed in the improvement plan. In addition, faculty members analyze ISTEP+ data, and other school assessments in the fall, winter, and spring. Classroom teachers assess individual student progress and determine interventions to increase individual achievement.

Teachers meet in grade level teams, primary and intermediate units, and as an entire faculty for the following purposes:

- Analyze individual student growth over time
- Develop instructional interventions
- Develop strategies and protocols for remediation conferences
- Analyze school-wide strengths and areas for growth
- Implement curricular and instructional modifications
- Provide professional development opportunities

Throughout the school year, teachers study student work products. Each child has an individual writing portfolio using common rubrics to assess writing traits and skills. Students conference with teachers and develop individual goals based on strengths and areas for growth.

At the end of the school year, student data is recorded in a cumulative record and instructional information is recorded on a data sheet for next year's teachers.

3. Communicating Assessment Results: Standardized test results are shared with parents in various ways. The State of Indiana provides a website (<http://www.doe.state.in.us/welcome.html>) that includes specific test data for all schools in the state. In addition, parents receive copies of their children's test scores and a letter from the principal explaining the results. Parents are encouraged to speak with teachers concerning test scores and academic progress. Conferences are held with parents of students needing remediation to determine an appropriate remediation plan based on the strengths and weaknesses of the individual child. In addition to the state ISTEP+ test results, parents also receive scores for the Northwest Measures of Academic Progress, administered in the fall and spring of each year to students in grades 2-6.

Report cards are sent home quarterly and parents of intermediate students also receive midterm grades. Parent conferences are held with all parents in the fall and throughout the year as needed. Teacher newsletters and weekly folders are utilized as tools for communication as well. Students in grades 4-6 maintain assignment notebooks, providing daily communication between home and school.

The PTO provides a monthly newsletter with information concerning upcoming events, school test data results, and student recognitions. Parents may subscribe to a weekly electronic newsletter via a mailing list. Teachers and parents frequently use phone calls, notes, and electronic mail to communicate as well. Parents are actively involved in their children's education, and communication plays a vital role in this process.

4. Sharing Success: Staff members at Childs have presented at local and national conferences, sharing successful teaching strategies, specifically in the areas of process writing, critical literacy, and mathematics education. Indiana University often requests staff members as guest speakers in education classes. In addition, undergraduate and graduate students visit Childs for field experiences.

Locally, staff members present professional development activities for teachers within the school system. Several teachers serve as mentors to beginning teachers in the school system. Classroom teachers have taught education classes at Indiana University as adjunct and visiting faculty members.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Childs School’s curriculum reflects the Indiana State Standards and supports the school’s mission of helping each child achieve his or her personal best. Each curricular standard is defined and clearly understood by teachers and used as the basis for instruction. Regular assessments, both formal and informal, are used to determine student needs and to guide daily instruction. The school community fosters a learning environment that encourages each child to become a lifelong learner by setting personal goals for academic achievement and social interactions.

Reading and writing are integrated into all content areas. The faculty regularly reviews current research to analyze effective reading strategies. Language arts instruction is part of a balanced literacy program based on educational “best practices” which includes components of *Four Block* model, reading workshop, literacy groups, literature circles, the basal, and writer’s workshop. Authentic literature is an integral part of the Childs’ reading program at all grade levels. Writing is integrated with reading using the *Six Traits of Writing* as the foundation for instruction. All students have a writing portfolio which demonstrates student learning through the use of the writing process. Teachers conference with students to establish individual learning goals.

The math program emphasizes conceptual understanding while building a mastery of basic skills. It explores the full mathematics spectrum. Teachers move beyond the basic arithmetic, nurturing higher-order and critical-thinking skills with authentic applications. Children are given many opportunities to use hands-on materials to maximize their conceptual understanding. Peer learning is an integral part of the math program as students collaborate and discuss their mathematical thinking. The spiral approach allows students to continually revisit skills as a part of the *Everyday Math* program.

An inquiry model is used to teach science. Students collaboratively investigate topics related to science themes, and learn the scientific process through hands-on experiences. Students have many opportunities to develop scientific understanding, which leads them to become curious learners. Fifth graders study environmental education, spending three days at Bradford Woods, a 2,500 acre overnight camp.

Global awareness and tolerance of cultural differences are central themes of the social studies curriculum. Critical literacy is integrated within grade level studies. Intermediate students serve as mentors to younger students teaching respect, tolerance and understanding of differences. During February, Black History Month is celebrated through a school-wide literacy study of African Americans. All third grade students take part in a mini-economy unit that requires students to plan their own businesses, producing and marketing products or services. Upper grade students build on previous economic experience by participating in the Junior Achievement program supported by business students from Indiana University.

Students at Childs School receive weekly instruction in art, music, and physical education. Childs School fosters an appreciation for the arts at many different levels. Students are exposed to ballet, opera, and concerts through field trips to the Indiana University Musical Art Center and the Indiana University Art Museum. Visiting orchestras and bands perform concerts for the school. Last year, an artist in residence worked with all students to design and create a limestone sculpture of a jaguar, the school mascot. The physical education program supports healthy lifestyles through physical fitness. This year all children have the opportunity to become a member of the Mile Walking Club by walking during recess.

Childs Elementary School believes that technology enhances learning opportunities for students and positively affects student achievement, attitude, and engagement. Teachers believe that technology provides the students with yet another tool to access, evaluate, and share knowledge. Technology is integrated throughout the curriculum, enhancing basic skills and content knowledge.

2. Reading: The teachers at Childs Elementary are continually examining and modifying their teaching practices to ensure student success. Reading instruction is based on a balanced literacy approach which incorporates essential skill and strategy development, literature study, and opportunities for authentic reading and writing. Literature is the heart of the reading program at Childs. Each classroom has access to a wide variety of reading materials and resources within the school and community.

In the primary grades, the teachers use components of the corporation adopted basal reading text, *Four Blocks*, literature circles using picture books and novels, leveled readers, and the reading/writing workshop models. Skills in phonological and phonemic awareness, word recognition, fluency, vocabulary and comprehension are taught through modeling, direct and indirect instruction. Practice activities are incorporated daily through independent reading, buddy reading, guided reading, shared reading, teacher read-alouds, and literacy centers.

In the intermediate grades, teachers primarily use the reading workshop model. Mini-lessons focus on specific reading comprehension strategies and text analysis of different genres. Individual reading conferences allow for the curriculum to be focused on students' needs. Different genres are explored through literature circles, read-alouds, and independent reading. Beginning in fourth grade, non-fiction book clubs help students navigate expository texts in the content areas. Teachers continue to model and facilitate how to effectively interpret and discuss texts to encourage higher level thinking. Vocabulary studies are a key component of the reading program. Fluency is further developed through buddy reading, readers' theater, and a range of reading performances.

In recent years the school has developed a focus on critical literacy. Readers and writers use literature to analyze, critique, and understand their social world. In the classrooms, students read and write books with social justice themes. The school participates in the African American Read-In with cross-age reading partnerships. Teachers continue to look for ways to use literacy to explore issues of diversity and fairness.

In addition to the regular classroom reading programs, differentiated instruction is also provided by the ESL teacher, special education teachers, paraprofessionals, America Reads volunteers, cross-grade level reading partners, and parent volunteers using programs such as Early Success, Soar to Success, and leveled readers.

The media specialist is an active participant in the literacy program at Childs through various reading initiatives such as story time, book talks and literature studies. All students enjoy reading and discussing books of various genres in the Novel Approach to Reading, a grade-level literature collection. Second grade students participate in the Reading Railroad, a program designed to encourage independent reading. Fifth grade students read for leisure and meet with the media specialists during lunch for book discussions.

3. Mathematics: Childs Elementary uses *Everyday Mathematics* (EDM) from the University of Chicago School Mathematics Project as the adopted text to support the math curriculum. The math curriculum is well coordinated with the Indiana Standards. All teachers had extensive training with the program when EDM was initially adopted, and two teachers were trained as peer coaches for the school. Math is taught between 60 and 75 minutes every day in all classrooms. Children complete a daily homework component with guidance from their parents. Discussions, math games, and ongoing review make up a large part of daily math instruction. Teachers at Childs supplement the EDM program with other mathematical experiences for their children. Children apply problem solving strategies to authentic mathematical problems. Students are encouraged to explain their mathematical thought processes both orally and in writing. Supplemental support on basic computation facts is provided in all classrooms. Manipulatives are used extensively to supplement the already "hands on" math program that is in place. One of the most

important components of the math program is differentiation of instruction to meet the needs of all students.

4. Instructional Methods: Instruction at Childs is delivered through a variety of methods based on research-based instructional strategies. School-wide professional development in C.L.A.S.S. (Creating Learners Assures Student Success) has had a great influence on teachers at Childs as they work to provide “brain compatible” environments and experiences for their students. Teachers at Childs Elementary embrace the concept of Howard Gardener’s Multiple Intelligences and Bloom’s taxonomy as they plan instructional units and daily instruction. Peer learning and learning communities give the students a sense of belonging and an opportunity to learn through thoughtful discussion and reflection.

Instruction is thematic in nature at Childs, integrating reading and writing throughout all subject areas. Students focus on key points in the content areas and experience inquiry and project-based learning activities. Children are active participants in their learning journey.

Teachers utilize various “best practice” instructional methods to enhance and maximize student learning. Differentiated learning goals and activities are based on student instructional needs and state standards. Teachers regularly model thought processes to facilitate learning by conducting “think-alouds.” Active engagement is pervasive as students collaborate with learning partners and in small groups. Teachers guide practice and give immediate feedback through the use of signaled or written responses on whiteboards. Performance assessments guide student learning as students, teachers, and parents analyze work products. Students are encouraged to reflect on their own learning as they individually conference with teachers to recognize strengths and identify learning goals. As children take ownership of their learning, they become enthusiastic, motivated and reflective.

5. Professional Development: Professional development at Childs directly impacts student learning and achievement. It is school-based and integrated into the school day. The primary focus is the analysis of actual student performance, standards for student learning, and instructional methodology. Professional development goals are determined after an analysis of student achievement data. Currently, the faculty is focusing on *Six Traits of Writing*, performance assessments, and literacy. Teacher study-groups are also an important part of the professional development at Childs. Yearly, the faculty identifies professional literature and studies instructional strategies. Recently, this included books such as *Mosaic of Thought* by Ellin Keene and Susan Zimmermann, *Creating Writers through 6-Trait Writing Assessment and Instruction* by Vicki Spandel, and *When Kids Can’t Read* by Kyleen Beers. In addition, staff members meet in grade levels and as primary and intermediate units to collaborate and coordinate curriculum and instruction.

Numerous teachers at Childs have presented at local and national conferences. Two recent conferences include the National Council of Teachers of Mathematics and the National Council of Teachers of English. The entire faculty also attends many timely and thought-provoking workshops and presentations. Upon returning, teachers share new ideas from conferences with grade-level colleagues or at faculty meetings.

A number of teachers have published professional articles and books. At least 75 percent of teachers have degrees beyond the undergraduate level. The faculty members continue to be lifelong learners.

Indiana University School of Education has an impact on professional growth at Childs School. Student teachers, observers, and practicum students at the graduate and undergraduate level provide our school with a variety of experiences and stimuli which bring fresh perspectives into our classrooms. At Childs Elementary, the faculty believes that continuous, on-going collaboration and professional growth impact student learning.

Part VII-ASSESSMENT RESULTS

Childs Elementary Results for 3rd Grade Language Arts ISTEP+ (CTB/McGraw-Hill)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	25%	26%	19%	31%	22%
Pass	67%	69%	73%	58%	71%
Total Percent Passing	92%	95%	91%	88%	93%
Number of students tested	73	58	70	78	87
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	4	4	2	2
Percent of students alternatively assessed	0%	6%	5%	3%	2%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. Asian					
Pass Plus	N/A	N/A	20%	N/A	27%
Pass	N/A	N/A	70%	N/A	64%
Total Percent Passing	N/A	N/A	90%	N/A	91%
Number of students tested	N/A	N/A	10	N/A	11
3. Special Education					
Pass Plus	0%	N/A	9%	N/A	N/A
Pass	82%	N/A	82%	N/A	N/A
Total Percent Passing	82%	N/A	91%	N/A	N/A
Number of students tested	11	N/A	11	N/A	N/A
STATE SCORES					
Pass Plus	10%	12%	12%	13%	10%
Pass	63%	62%	63%	62%	62%
Total Percent Passing	74%	75%	75%	74%	72%

N/A = results of students fewer than 10 are suppressed

**Childs Elementary Results for 6th Grade Language Arts ISTEP+
(CTB/McGraw-Hill)**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	26%	13%	33%	18%	25%
Pass	67%	81%	64%	69%	66%
Total Percent Passing	93%	94%	97%	88%	91%
Number of students tested	72	86	73	72	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	3	3	3
Percent of students alternatively assessed	0%	4%	4%	4%	4%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. Asian					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. Special Education					
Pass Plus	10%	N/A	10%	N/A	N/A
Pass	50%	N/A	70%	N/A	N/A
Total Percent Passing	60%	N/A	80%	N/A	N/A
Number of students tested	10	N/A	10	N/A	N/A
STATE SCORES					
Pass Plus	7%	9%	8%	7%	7%
Pass	64%	62%	62%	62%	61%
Total Percent Passing	71%	71%	70%	69%	68%

N/A = results of students fewer than 10 are suppressed

**Childs Elementary Results for 3rd Grade Mathematics ISTEP+
(CTB/McGraw-Hill)**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	33%	36%	27%	22%	18%
Pass	63%	59%	64%	63%	69%
Total Percent Passing	96%	95%	91%	85%	87%
Number of students tested	73	58	70	78	87
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	3	4	2	2
Percent of students alternatively assessed	0%	5%	5%	3%	2%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. Asian					
Pass Plus	N/A	N/A	50%	N/A	27%
Pass	N/A	N/A	40%	N/A	55%
Total Percent Passing	N/A	N/A	90%	N/A	82%
Number of students tested	N/A	N/A	10	N/A	11
3. Special Education					
Pass Plus	18%	N/A	18%	N/A	N/A
Pass	73%	N/A	55%	N/A	N/A
Total Percent Passing	91%	N/A	73%	N/A	N/A
Number of students tested	11	N/A	11	N/A	N/A
STATE SCORES					
Pass Plus	13%	13%	13%	13%	9%
Pass	59%	60%	60%	59%	57%
Total Percent Passing	72	73	73	71	66

N/A = results of students fewer than 10 are suppressed

**Childs Elementary Results for 6th Grade Mathematics ISTEP+
(CTB/McGraw-Hill)**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	63%	50%	41%	36%	26%
Pass	33%	48%	56%	57%	61%
Total Percent Passing	96%	98%	97%	93%	87%
Number of students tested	72	86	73	72	77
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	4	3	3	3
Percent of students alternatively assessed	0%	4%	4%	4%	4%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. Asian					
Pass Plus	N/A	N/A	N/A	N/A	N/A
Pass	N/A	N/A	N/A	N/A	N/A
Total Percent Passing	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. Special Education					
Pass Plus	30%	N/A	10%	N/A	N/A
Pass	60%	N/A	80%	N/A	N/A
Total Percent Passing	90%	N/A	90%	N/A	N/A
Number of students tested	10	N/A	10	N/A	N/A
STATE SCORES					
Pass Plus	22%	18%	16%	14%	11%
Pass	58%	60%	58%	59%	57%
Total Percent Passing	80	78	75	72	68

N/A = results of students fewer than 10 are suppressed