

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

Official School Name: South Haven Elementary School
(As it should appear in the official records)

School Mailing Address: 395 Midway Drive
(If address is P.O. Box, also include street address.)

Valparaiso Indiana 46385-8412
City State Zip Code+4 (9 digits total)

County: Porter State School Code: Number* 6879

Telephone (219) 764-6840 Fax (219) 764-6842

Web site/URL www.portage.k12.in.us E-mail: cevans@portage.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* Mr. Michael J. Berta
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Portage Township Schools Tel. (219) 764-6002

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. Terry Hufford
(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: __8__ Elementary schools
 __2__ Middle schools
 _____ Junior high schools
 __1__ High schools
 __1__ Other (Adult Education)
- __12__ TOTAL
2. District Per Pupil Expenditure: __\$8817.00__
 Average State Per Pupil Expenditure: __\$9033.00__

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	29	27	56	8	0	0	0
1	37	38	75	9	0	0	0
2	50	36	86	10	0	0	0
3	37	27	64	11	0	0	0
4	37	37	74	12	0	0	0
5	37	28	65	Other	7	7	14
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							434

6. Racial/ethnic composition of the school: 85% White
6% Black or African American
8% Hispanic or Latino
.5% Asian/Pacific Islander
.5% 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: 8 %

[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	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	428
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8.4

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish - Tagalog

9. Students eligible for free/reduced-priced meals: 46%

Total number students who qualify: 197

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: 32 %
75 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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple 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)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>5</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>8</u>	<u>11</u>
Total number	<u>34</u>	<u>19</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 25:1

13. In the Spring of 2003 the Portage Township School Corporation underwent a demographic study for the purpose of redistricting the elementary schools and planning for future growth and facility usage. The Fall of 2004 was the school year in which the plan was implemented and the individual school boundaries were re-drawn. The boundary change sent children to different schools. A moratorium was put in place on transfers to schools and no tuition students were accepted. Families who had transferred their children to South Haven had to send them to their home school under the new policy.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	96%	95%	95%	97%	97%
Teacher turnover rate	0%	11%	4%	7%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

South Haven Elementary is located in the northwest corner of Porter County unincorporated Portage Township in Indiana. South Haven Elementary School was built in 1964 and received major remodeling in 1983. In 1990-91, a new art room, music room, gym and offices were built. South Haven, with a population of 12,000 people is the largest unincorporated community in the State of Indiana. South Haven Elementary is part of a school corporation that includes eight elementary schools, two middle schools, and one high school. South Haven is a site for Title I, and a high school early childhood vocational class.

The administration consists of one principal. Strong teacher leaders are present throughout the school. There are seventeen highly qualified licensed classroom teachers and four resource or specialist teachers on staff, also highly qualified. A full-time home school advisor is also part of the staff to help with family and student issues. Fifteen assistants work within K-3.

South Haven's current enrollment is 433 students. The student body consists of 54% male and 46% female. The ethnicity of the student population reflects the neighborhood. South Haven students are 85% Caucasian, 6% African American, 8% Hispanic and .5% Asian/Pacific Islander and .5% American Indiana/Alaskan Native. South Haven is a Title I school with 46% receiving free and reduced lunch.

The Portage Township School mission statement is to provide all students with a quality education in a positive learning environment supported by cooperative efforts of the school, family and community that meets the students' needs and aspirations while preparing them to become respectful, productive citizens who view learning as a lifelong process.

South Haven has worked diligently over the past five years to develop strategies aimed at improving student achievement. This student achievement is aligned with the school and corporation goals, which includes reading and math proficiency by second grade for all students. Other goals include eliminating the gap among student groups in language arts and mathematics, increasing parental support for the learning and development of students and providing a safe, secure and healthy learning environment.

At South Haven many different groups function within the school community. The school is the site for the high school Early Childhood Vocational Program that allows students to be assigned to grades kindergarten through fifth. It is a preparatory program for students interested in pursuing an education-based career. As an extension through the preschool Storytime organized by the program, parents are educated about preparing their children for kindergarten. Partnerships with area businesses and organizations include the South Haven Boys and Girls Club, Gabriel's Horn (a homeless shelter within our attendance district), Boy Scouts, Girl Scouts, Youth Basketball, and Porter County Solid Waste Management District. South Haven's Parent Teacher Organization is supportive of academic improvement within the building and is active within the community by organizing family events throughout the year.

Five years ago South Haven's ISTEP+ scores were significantly below the state standard. A new principal emerged as an instructional leader. This leader consistently understands and deploys strategies to meet the school and corporation goals. One school strategy deployed was for the Site-based team to form a cadre of teachers to examine current practices to determine effectiveness, and replace or augment existing practices with research-based initiatives.

South Haven educators in the building have high standards for themselves and high expectations for their students. The strategies and programs implemented have been successful because a dedicated staff of professionals has worked to guarantee success and achievement for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The ISTEP+ test is the state assessment system. Each grade level 3-5 takes the language arts and math section of the ISTEP+ during the month of September. ISTEP+ is divided into categories of pass plus, pass and did not pass. Cut scores define the categories. Separate scores are given for each section and a parent report is sent home.

South Haven's ISTEP+ results have shown significant improvements including multiple double digit increases in several grade levels in both language arts and math (see Criterion-Referenced Test Tables). In the past three years overall combined language arts and math test scores have exceeded the state average by at least 10%. An exception was 2003-2004 in grade four. The discrepancy has been attributed to an overflow of students from a building under school improvement as determined by the State. South Haven is one of two approved schools for this "choice" option. The parents have the option to move students because AYP has not been met at the home school for several years under NCLB legislation.

In order to triangulate data to foster continued student growth, South Haven Elementary also uses alternates assessments to have a current academic snapshot of each individual child and class. These assessment tools include, but are not limited to, power indicator assessments, DIBELS data, Star Reader diagnostic assessments, Star Math diagnostic assessments, and baseline exams.

Indiana's Department of Education website has school specific information and can be found at <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6879>.

2. Using Assessment Results:

Data help support the decisions that drive instruction at South Haven Elementary. South Haven Elementary uses a variety of assessments to monitor progress of student mastery within the building. ISTEP+ is used as a basis for Individual Improvement Plans (IIP's) for those who do not master sections of the ISTEP+. The IIP's are a hyper-focused tutorial for those children who did not master a specific part of the ISTEP+. Classroom teachers developed plans on a school-wide form created by the Site-based team curriculum committee. The classroom teacher executes the plans using differentiated instructional groups. This completely new process allowed the classroom teachers to meet with the curriculum committee for support and to finalize plans. The expert teachers of the building then shared resources. ISTEP+ results in 2006 indicate 75% of the students then passed the deficient sections of the exam.

For students retained, a program was designed to facilitate academic progress. The students meet with a teacher coach. The meetings are to be motivating to the student and address and change academic behavior, attitude and work ethic. In connection with the IIP's this year a retention prevention coach program is in place to minimize the need for retention.

Power indicator assessments are used within each grade level. Power indicator assessments were designed to represent district determined power indicators from the Indiana Standards. The results determine whether the child will be placed in a tutoring or an enrichment group following the 8-step Baldrige process. The data is then placed on a tracking sheet to show student mastery of the power indicators. This data then drives the tutoring and enrichment groups. Scheduling is being adjusted to facilitate a grade-level uninterrupted block of time each week so that the students can be divided into groups and amongst all teachers in the grade-level.

Through the Title I program the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment is implemented. This data is used to drive classroom instruction as well as Title I groups. DIBELS is used for all kindergarten, first, and second grade children to identify early reading skills. Benchmark assessments are given three times a year as a diagnostic. Progress assessments are given after three weeks of reading intervention. Letter naming, initial sound fluency, phoneme segmentation, nonsense words, comprehension, and oral reading fluency are assessed and then data is used to drive instruction and grouping. The lowest scoring students within kindergarten, first, and second grades are seen by Title I staff to work on their deficits. The classroom teacher then teaches enrichment groups during the same time slot. DIBELS is also used as a predictor of later reading proficiency as assessed by the third grade Language arts ISTEP+.

Star Reader and Star Math are web-based standardized diagnostic tests. They determine individual reading and math levels, measure individual and class growth and forecast results on ISTEP+. The Star Reader standard score is also used to help identify Title I students in second grade along with the DIBELS Oral Reading Fluency scores. Results offer another snapshot of reading to achieve the school and corporation goal of all students reading at a proficient level in grade two.

Baseline tests are part of South Haven's PL221 plan. These teacher created exams are given three times a year in reading comprehension, problem solving, computation and writing. These results are captured on an EXCEL spreadsheet used to track student improvement. Charts are placed outside of the classrooms for cohort and program tracking.

Enrichment activities are part of the differentiated instruction model. Multiple opportunities are given to students who show early mastery of skills. Some of these activities include awards for writing in the Young Authors' Event, Journal club, a visiting author annually and a fifth grade writer's retreat.

3. Communicating Assessment Results:

The staff of South Haven is able to communicate successes and goals to others via Data Walls located at the school entrance and each classroom door. The main Data Wall reveals school-wide goal information while classroom Data Walls give classroom specific results. The Data Walls display information about the baseline, progress assessments and ISTEP+ results. A marquee outside the building proudly displays news of upcoming events, assessment results and awards to the parents and the community at large. South Haven's website posts current data results and links to the Indiana Department of Education website (www.portage.k12.in.us/Schools/shweb/index.htm). Monthly PTO meetings allow staff to share assessment information and results with parent groups. Progress Reports and Grade Cards are sent home eight times a year. In addition, parents of students with special needs receive updated IEP goals and benchmarks four times a year with their report cards. Daily morning announcements keep students informed with up to date information about the school and progress about ISTEP+, school wide literacy goals and attendance rates. A school-wide policy of Friday Folders is in place to send grades, assignments, tests and information weekly to parents. Assignment books are also used as daily communication to parents by grades 3-5 about academic progress, test results and assignments. A school messenger system is a recent addition to the phone system that allows the principal and all teachers to contact parents about events, activities or upcoming assessments with a prerecorded message. Star Reader and Star Math computer printed reports are sent home on a regular basis throughout the year to inform parents of their child's ability level and progress in those areas of instruction. Frequent communication with parents helps to assure that parents are an integral part of their child's success.

4. Sharing Success:

South Haven's school successes include the dramatic increase of ISTEP+ scores, Title I Distinguished Award, Exemplary Status Award and the National Blue Ribbon nomination, which has been reported to the community through numerous local newspaper articles. Staff members were invited to give presentations defining our success at the Portage Township School Board meeting, the Chamber of Commerce in Portage, and the North Central Association State Conference in Indianapolis. South Haven is a member of the District Quality Schools Team where achievements are shared with other schools. Building success is communicated through student teachers and practicum students to colleges and universities. Many specifically request experiences at South Haven because of the educational expertise and success. Teachers from other schools in Portage visit and observe the instructional methods on a regular basis. Many of South Haven's successful programs have then become a part of their curriculum. Schools and corporations from outside the district have also inquired about visitations and information about various programs.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All South Haven teachers rely on Best Practices to teach, not programs. Experienced teachers glean what works from all the educational knowledge they have gained from trainings, personal research and research-based school initiatives. Teachers know the fundamentals of core subjects and use a variety of teaching methods and supplemental materials to lead students to mastery.

The teachers at South Haven believe in prescriptive education. Skill assessments are given to gather data regarding mastery or non-mastery. Reading, language arts and mathematics instruction is adapted for children with special needs consistently within the classrooms. Word work, comprehension strategies, vocabulary, writing in reading, reading with a writer's eye, fluency and other activities supplement and differentiate instruction for the students.

South Haven Elementary's curriculum is driven by Indiana State Standards. Language arts and math curriculum maps have been developed for each grade level based on the standards and divided between the four grading periods. Leaders within the grade levels conducted further examination of the standards and corporation power indicators were established. These power indicators are focuses of instruction and assessment. Each indicator has a five-point assessment. Data from the class is disaggregated and then a timeline is established to teach the subject. If the five-point assessment is not passed with an 80% or better then tutoring occurs and an alternate assessment is given to see if mastery was attained. Results are tracked on a color-coded EXCEL document for easy teacher and administrator use.

At the beginning of each school year each grade level teaches a focused calendar of activities aligned with the Indiana State Standards, which include skill specific assessments. The calendar reviews previous year's state standards and indicators and addresses summer regression of academic skills.

Reading curriculum at South Haven is based on Indiana Standards. Reading instruction is a collaborative effort between the classroom teacher, media specialist, special education teacher, reading specialist, and Title I staff. This is done to achieve the goal of all students reading at grade level by the end of second grade. Varieties of teaching methods are used including individual instruction, small group, and whole group. The reading teacher teaches whole group lessons in most classrooms to model comprehension and writing.

Reading curriculum in K-2 is partially based on DIBELS (Dynamic Indicators of Basic Literacy Skills) assessments. Reading intervention is based on student needs outlined by the results. The lowest scoring students within kindergarten, first, and second grades are seen by Title I staff to work on their deficits. Enrichment groups are then taught by the classroom teacher during the same time slot.

Math curriculum includes "Rocket Math" for fact and computation mastery and automaticity. After analyzing ISTEP+ scores Otter Creek's "Problem Solving Made Easy" was implemented and has shown positive results in scores on the state wide test and baseline test. Both programs also are part of South Haven's PL221 plan. Word problems of the day are also utilized. Math is taught multiple times per day and is interdisciplinary with science. Love of mathematics within certain grade levels manifests itself in positive student attitudes about the subject.

All students receive weekly instruction in computers, art, music and physical education. A corporation technology plan is in place and is being revised to streamline corporation technology education. Art, music, and physical education curriculum maps are based on national and state standards. Curriculum maps are used for consistency throughout the corporation. Cross curriculum materials are also used to help the students and bridge the gap between academics and special classes. Each year sportsmanship is taught through competition in the 5th grade track meet, 4th and 5th Cross Country meet, and the President's Fitness Challenge for 4th and 5th graders. An annual Field Day is also hosted for the entire school.

The 6+1 writing model was implemented for writing instruction. There are four teachers trained to be trainers within the building. Three times a year baseline tests are given and graded within the grade levels with State rubrics. Writing instruction is then based on areas of weakness found in each class. A Young Authors' event is also planned every year where every student in the school writes and publishes their own book.

Both science and social studies curriculum are integrated with reading and mathematics. The inquiry model is used for science. Hands-on instruction and modeling occurs with science experiments. Fifth grade students learn the scientific method and demonstrate mastery by presenting a science project to the class. Later options for the District science fair are then offered. "We the People" is a government and rights curriculum also used in fifth grade. Projects within social studies are integrated with reading and writing. For example, in third grade, Helen Keller is a unit of study involving a novel, a senses experience, a special visitor and a fund raising effort for local Seeing Eye dogs.

2a. **Reading:**

Through a district wide initiative, DIBELS (Dynamic Indicators of Basic Literacy Skills) was brought to South Haven three years ago. Early detection of literacy deficits are shown by research to be easier and faster to tutor within kindergarten and first grades. Letter naming, phoneme segmentation, comprehension, intital sounds, nonsense word fluency, oral reading and fluency are the skill areas covered. All students are assessed three times a year. Flexible intervention groups based on progress monitoring scores drive instruction. Intervention groups are assessed after a solid three weeks of instruction to stay on track for school goals. The goal is to have all students reading fluently and comprehending. Interventions are based on Wilson Reading, Road to the Code as well as other research-based resources.

Classroom teachers use the language arts State Standards and comprehension strategies such as making connections, visualization, summarizing, graphic organizers, generating questions, vocabulary, fluency, asking questions and schema concepts to teach. Basal readers and trade books are used as well as supplemental materials such as Time for Kids and Weekly Reader. Modeling is a prime way for information to be taught. Fluency has become a focus and sight word instruction is part of that focus.

Various programs are in place to foster motivation and recognition in reading. Programs include Accelerated Reader, Pizza Hut's Book It and Read to Succeed Six hour reading club sponsored by Six Flags and Weekly Reader are examples.

Consistent improvement based on the ISTEP+ annual assessment indicates that the current combination of methods and strategies is successful.

3. **Additional Curriculum Area: Math**

South Haven Elementary has implemented several math initiatives to assist students in learning basic math and problem solving skills required at each grade level by the state of Indiana. Each student is expected to achieve or exceed grade level proficiency in math. Teachers use Otter Creek's "Rocket Math" to teach and assess basic facts. South Haven School has also adopted "Word Problems Made Easy" from Otter Creek to assist students in their approach to solving problems. These programs were incorporated as part of the PL221 plan. South Haven also has teachers trained in "Hands-On Equations" which is implemented in intermediate grades. Primary teachers utilize activities from "Math Their Way," with the intermediate grades using "Math A Way of Thinking." Several math technology programs are utilized, such as Skills Tutor, STAR Math, and Cornerstone, to regularly evaluate power indicator mastery. This data is then used to cluster students based on instructional need: enrichment or tutoring. South Haven also provides support for students in need by implementing techniques such as Touch Math, adaptive curriculum, Individual Improvement Plans, small group setting, and one on one tutoring. As a school, we have made significant academic gains in math on the ISTEP+ for the past three years, implementing and utilizing the above strategies. On average the math scores are within the 90th percentile school-wide. The passion for mathematics within the building impacts student attitude and achievement and fosters a positive learning environment.

4. **Instructional Methods:**

A district-wide initiative in Portage encourages all teachers to use best practice teaching strategies, and to keep in mind that the purpose of the lesson drives the choice of instruction. South Haven teachers tailor methods to meet the diverse needs of learners by focusing on three distinct techniques: 1) direct, explicit instruction and modeling when material is first introduced or when learners are struggling; 2) hands-on, systematic inquiry in math and science; and 3) brain-based strategies to activate prior knowledge and keep

students motivated to learn. In reading, Title I, special education resource, and general education teachers develop lessons in phonemic awareness, phonics, fluency, vocabulary, and comprehension that support fragile readers and challenge those reading at grade level. Knowing that children need to hear fluent readers in order to model expression and inflection, teachers take time to read to their students each day. Students learn to visualize what they read and hear in order to improve memory and generalization of knowledge to other settings. Focuses in all areas is on energetic pacing, and providing frequent checks for understanding. In math, teachers are committed to helping students improve their problem-solving skills using drawings, manipulatives, and large motor activities. Children are helped to see the practical applications of telling time, making change, measuring distances, and computing accurately. In science and social studies, learning is often collaborative; groups explore simple electrical circuits and life cycles, while others manage the composting project and collect paper for recycling. From the earliest grades, students are taught to take responsibility for learning materials, chart their own progress, share knowledge with peers, and treat each others with respect.

5. Professional Development:

The Professional Development plan at South Haven Elementary School has been driven by two factors: district initiatives and the school's student assessment results. District initiatives have been the Otter Creek program of "Rocket Math" for computation and automaticity in grades 1 - 5, 6 +1 writing, and DIBELS for early intervention reading and assessment in K-2.

Funding is allocated through the corporation, Title I and school professional development account funds. Professional development is used during early release time, professional days and conferences/trainings and is based on goals from the PL221 plan. Teachers present new information and teaching techniques based on research or from conferences such as ICE (Indiana Computer Educators), Shirley Handy, Dr. Jean and the International Reading Association international conference.

Portage Township Schools and South Haven have adopted the "Train the Trainer" model to use the experts within the corporation and school to further the advancement of teacher expertise. To support teachers changing grade levels within the building, at least one veteran teacher within that grade is assigned for training and information. New hires are also assigned a mentor committee of master teachers with various expertise to assist and train the new teacher. Support for veteran teachers is supplemented by self-created study groups using research-based books recommended and purchased by the principal and assistant superintendent. The reading teacher at South Haven models writing and comprehension lessons within regular classrooms settings.

South Haven has been one of two chosen schools to pilot the new RTI (Response to Intervention) model. This program is in the beginning stage at the building. A staff member of the Porter County Education Service hosts an autism update workshop each year.

The impact on student achievement is successful because the professional learning community of South Haven increases the knowledge base of the entire building and great ideas spread to other classrooms. Teachers think outside the box and are encouraged to take risks. Positive teacher and student attitudes have been an attribute to the success South Haven has and continues to experience.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Eng./LA Grade 03 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	64	70	61
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	88	79	79
% "Exceeding" State Standards	11	10	10
Number of students with accommodations	09	05	16
Percent of students with accommodations	14	07	26
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	78	69	75
% "Exceeding" State Standards	11	06	08
Number of students tested	36	36	36
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	100	88	84
% "Exceeding" State Standards	11	15	12
Number of students tested	28	34	25
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	94	74	82
% "Exceeding" State Standards	16	11	09
Number of students tested	31	38	33
4. <u>Free or Reduced Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	82	84	77
% "Exceeding" State Standards	06	09	12
Number of students tested	33	32	26
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	87	82	78
% "Exceeding" State Standards	10	11	11
Number of students tested	52	55	54
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	87	*	79
% "Exceeding" State Standards	11	*	10
Number of students tested	63	*	61
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	NA	NA	56
% "Exceeding" State Standards	NA	NA	19
Number of students tested	09	05	16
* Information is incomplete due to errors in the labeling and recording of student demographic data that was reported to the State .			

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Eng/LA Grade 04 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	68	75	62
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	82	68	77
% "Exceeding" State Standards	06	11	10
Number of students with accommodations	04	14	06
Percent of students with accommodations	06	19	10
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	78	73	72
% "Exceeding" State Standards	03	05	06
Number of students tested	32	44	32
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	61	83
% "Exceeding" State Standards	08	19	13
Number of students tested	36	31	30
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	81	83	86
% "Exceeding" State Standards	03	15	14
Number of students tested	32	40	35
4. <u>Free or Reduced</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	51	67
% "Exceeding" State Standards	09	06	04
Number of students tested	35	35	27
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	66	77
% "Exceeding" State Standards	07	12	11
Number of students tested	56	65	57
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	85	*	77
% "Exceeding" State Standards	06	*	10
Number of students tested	65	*	62
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	NA	57	NA
% "Exceeding" State Standards	NA	0	NA
Number of students tested	04	14	06

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Eng./LA Grade 05 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	66	59	68
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	88	90	84
% "Exceeding" State Standards	09	10	09
Number of students with accommodations	13	05	10
Percent of students with accommodations	20	08	15
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	90	93	74
% "Exceeding" State Standards	03	04	11
Number of students tested	40	27	38
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	85	90	97
% "Exceeding" State Standards	19	16	07
Number of students tested	26	31	30
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	87	92	88
% "Exceeding" State Standards	13	11	08
Number of students tested	30	36	40
4. <u>Free or Reduced</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	89	91	79
% "Exceeding" State Standards	06	09	11
Number of students tested	36	22	28
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	90	83
% "Exceeding" State Standards	07	12	08
Number of students tested	58	52	64
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	88	*	84
% "Exceeding" State Standards	09	*	09
Number of students tested	66	*	68
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	62	NA	30
% "Exceeding" State Standards	0	NA	0
Number of students tested	13	05	10

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Math Grade 03 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	64	70	61
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	89	81	77
% "Exceeding" State Standards	14	06	15
Number of students with accommodations	09	05	16
Percent of students with accommodations	14	07	26
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	89	72	78
% "Exceeding" State Standards	11	08	14
Number of students tested	36	36	36
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	89	91	76
% "Exceeding" State Standards	18	03	16
Number of students tested	28	34	25
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	94	82	82
% "Exceeding" State Standards	19	11	18
Number of students tested	31	38	33
4. <u>Free or Reduced</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	85	81	73
% "Exceeding" State Standards	09	0	12
Number of students tested	33	32	26
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	88	84	80
% "Exceeding" State Standards	13	07	17
Number of students tested	52	55	54
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	89	*	77
% "Exceeding" State Standards	14	*	15
Number of students tested	63	*	61
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	NA	NA	81
% "Exceeding" State Standards	NA	NA	13
Number of students tested	09	05	16

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Math Grade 04 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	64	75	62
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	86	80	81
% "Exceeding" State Standards	14	16	13
Number of students with accommodations	04	14	06
Percent of students with accommodations	06	19	10
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	88	84	81
% "Exceeding" State Standards	13	16	19
Number of students tested	32	44	32
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	74	80
% "Exceeding" State Standards	17	16	07
Number of students tested	36	31	30
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	91	90	83
% "Exceeding" State Standards	19	20	14
Number of students tested	32	40	35
4. <u>Free or Reduced</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	86	69	78
% "Exceeding" State Standards	11	11	11
Number of students tested	35	35	27
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	91	82	79
% "Exceeding" State Standards	16	17	14
Number of students tested	56	65	57
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	88	*	81
% "Exceeding" State Standards	15	*	14
Number of students tested	65	*	62
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	NA	79	NA
% "Exceeding" State Standards	NA	21	NA
Number of students tested	04	14	06

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Math Grade 05 Test ISTEP+

Edition/Publication Year 1997 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES*			
Number of students tested	66	59	68
Percent of total students tested	100	100	100
% "Meeting" plus "Exceeding" State Standards	95	93	91
% "Exceeding" State Standards	23	15	15
Number of students with accommodations	13	05	10
Percent of students with accommodations	20	08	15
SUBGROUP SCORES			
1. <u>Male</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	98	89	92
% "Exceeding" State Standards	25	26	38
Number of students tested	40	27	16
2. <u>Female</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	92	100	90
% "Exceeding" State Standards	19	26	13
Number of students tested	26	31	30
3. <u>Paid Lunch</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	100	92	95
% "Exceeding" State Standards	23	28	18
Number of students tested	30	36	40
4. <u>Free or Reduced</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	92	100	86
% "Exceeding" State Standards	22	23	11
Number of students tested	36	22	28
5. <u>White</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	97	94	91
% "Exceeding" State Standards	24	27	14
Number of students tested	58	52	64
6. <u>Non-Limited English</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards	95	*	91
% "Exceeding" State Standards	23	*	15
Number of students tested	66	*	68
7. <u>Special Education</u> (specify subgroup)			
% "Meeting" plus "Exceeding" State Standards		NA	80
% "Exceeding" State Standards		NA	0
Number of students tested		05	10