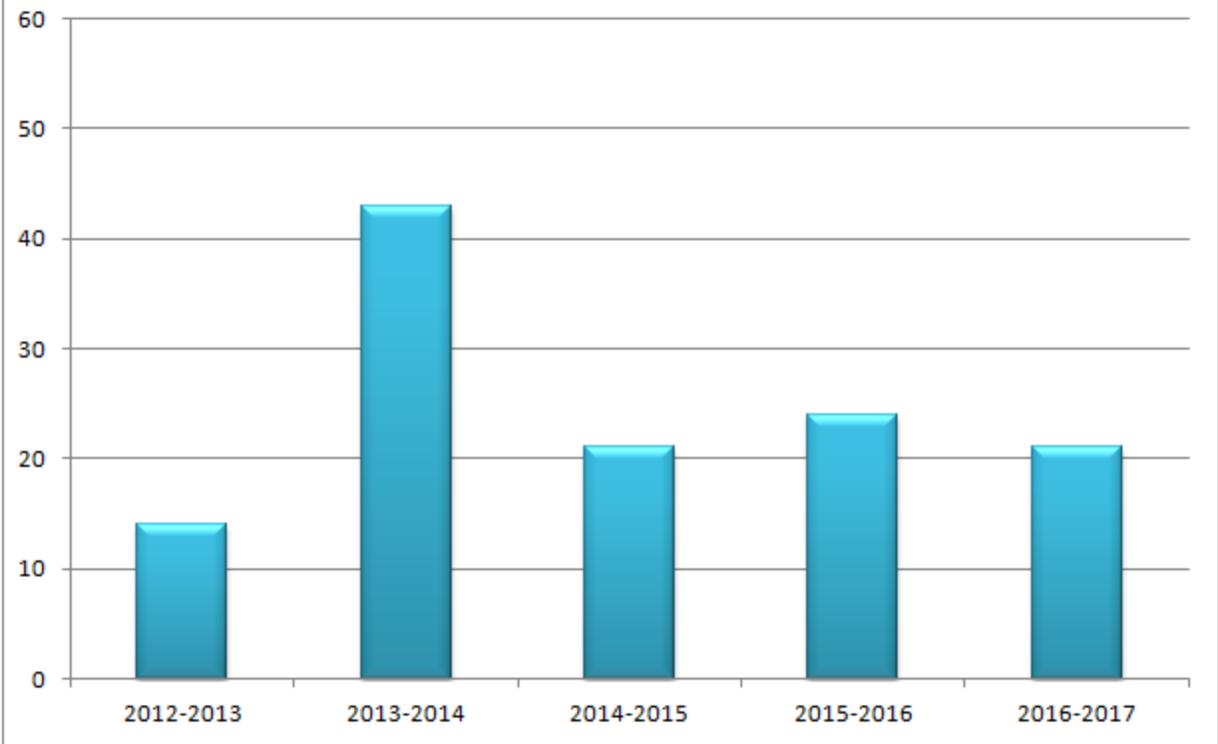


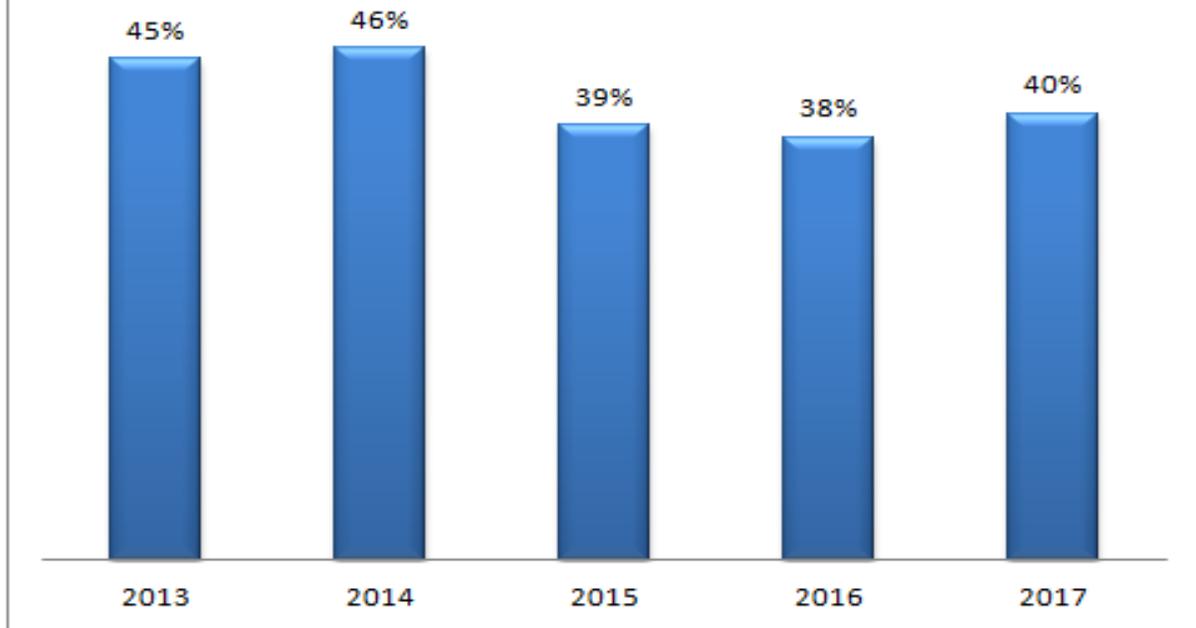
## Centerville Elementary Out of School Suspensions



### **Analysis**

During the 2013-2014 school year, the increase in suspensions is most likely due to an increase in a little over 30 students as well as new administration. We believe it is important to hold students accountable for their behavior. The graph shows a downward trend over the past couple of school years for the number of suspensions. This is a reflection of our school following the guidelines and making sure students are educated properly on how to behave and conduct themselves during school hours, as well as demonstrate exemplary character. Students who continually fail to live up to our high expectations and standards will be removed from the school until an adjustment is made in their behavior. We will not allow the actions of one student disrupt the learning process of other students.

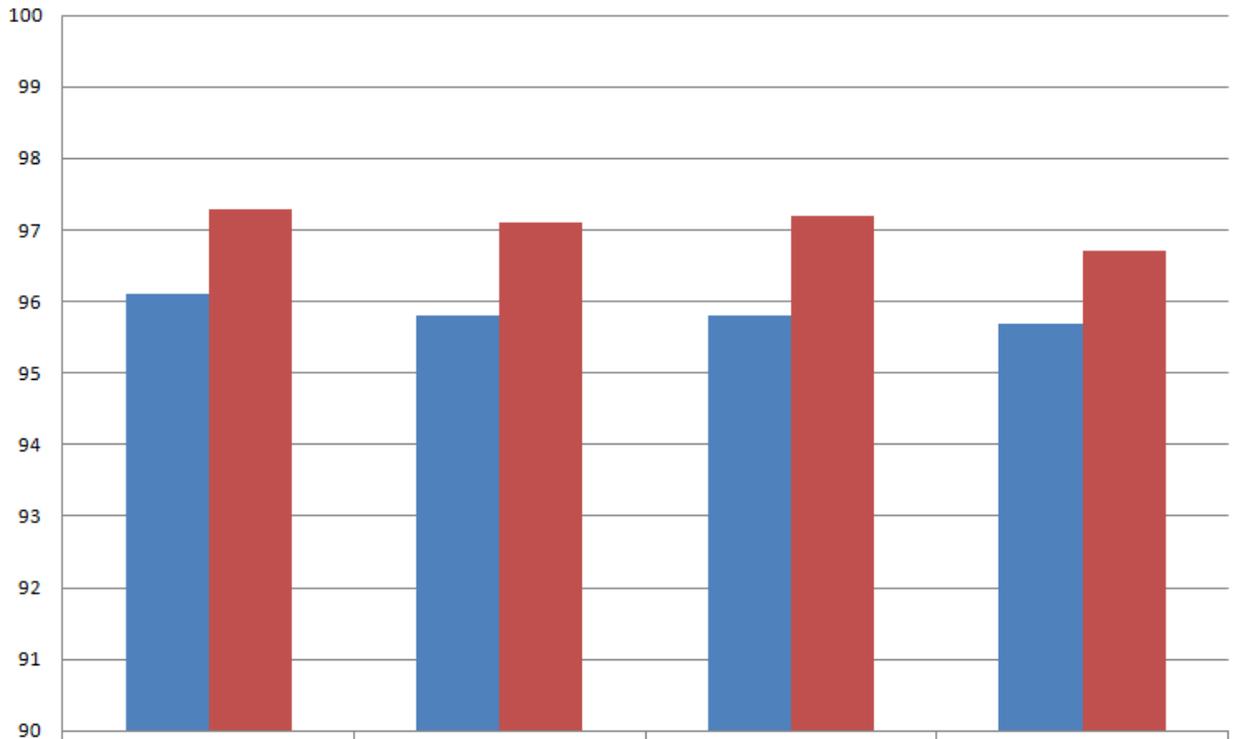
## Centerville Elementary Percent Free/Reduced Lunch



### **Analysis**

About ten years ago, our percentage of students who received free or reduced lunches was 29%. Even though the free and reduced lunch count has increased over the years, our student achievement level has not appeared to be negatively influenced by this factor. The fact that our poverty level has shown a marked increase but has not, as of yet, impacted overall student achievement leads us to believe that our work in alignment of curriculum and instruction, improvement of assessment practices, and the improvement of the delivery of instruction are having a significant influence over student achievement. Our staff has been educated in the issue of poverty and how it impacts the learning process.

## Centerville Elementary Attendance Rates

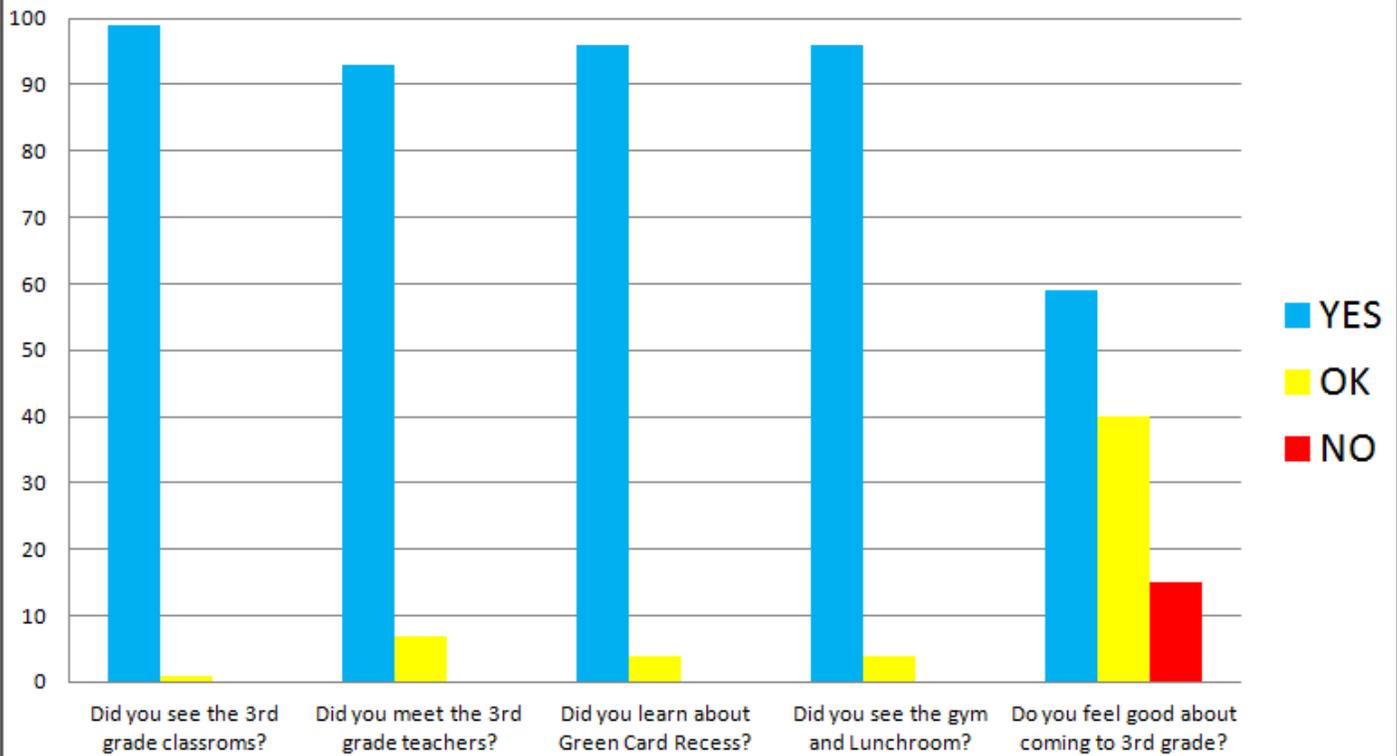


	2013-2014	2014-2015	2015-2016	2016-2017
State Average	96.1	95.8	95.8	95.7
Centerville Average	97.3	97.1	97.2	96.7

### **Analysis**

The attendance rates of Centerville-Abington Elementary have been consistently above the state average over the past several years. The elementary assistant principal monitors absences and notifies parents of problems in this area. The student handbook clearly states our expectations for attendance and parents must sign that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences. Overall consistencies in discipline and communication with parents have helped support these results.

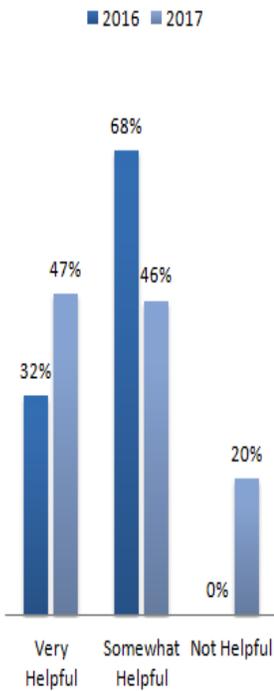
## Spring 2017 Results of Student Survey after 2nd grade visit



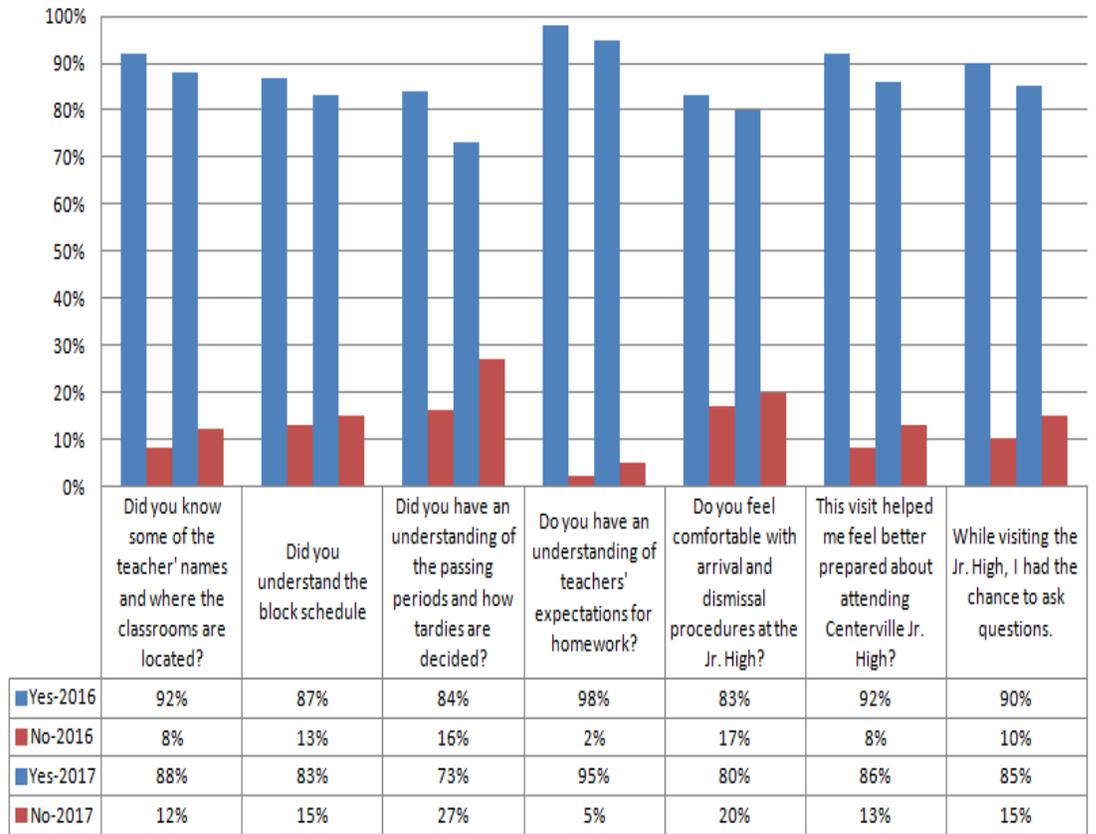
### Analysis

The second graders who attend school in a different building visit our elementary, grades 3-6, in the spring each year to meet the 3<sup>rd</sup> grade teachers, take a tour of the building and classrooms, and learn about what to expect when they come to 3<sup>rd</sup> grade. This past spring the 2<sup>nd</sup> graders were surveyed when they returned after their visit to gather feedback about the effectiveness of this event. Results indicate that all students were able to visit classrooms, meet teachers, learn about positive behavior incentives, and take a tour of the school. Most of the 2<sup>nd</sup> graders surveyed, felt good or mostly good about coming to 3<sup>rd</sup> grade after their visit. These students get another opportunity to visit the school, classrooms, and teachers during the 3<sup>rd</sup> grade Back to School Night in the fall before school begins to help ease first day of school jitters.

**How helpful do you feel this visit was in the transition from Centerville Elementary to Centerville Jr. High School?**



**6th Grade Student Survey Results after Visit to Jr. High**

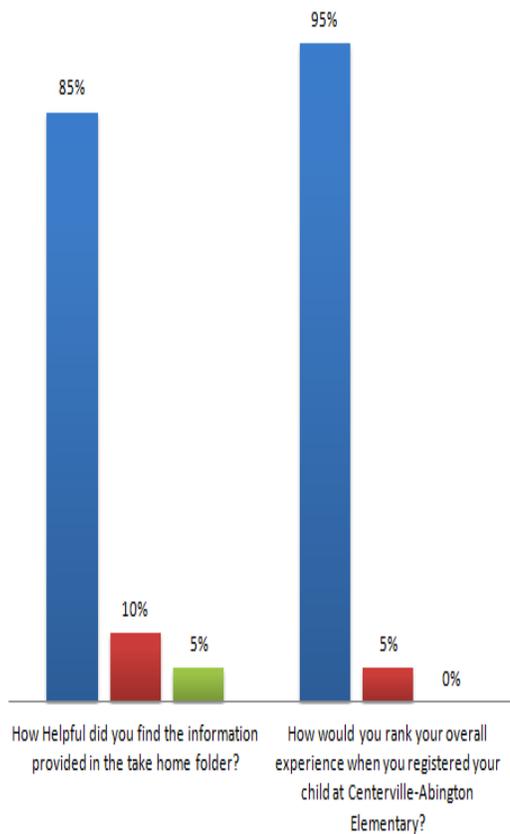


**Analysis**

Our 6<sup>th</sup> graders have been visiting the jr. high school in the spring for many years to become familiar with the building they will be attending during 7<sup>th</sup> grade. During this visit, students visit classrooms, meet teachers, and learn about what to expect when they go to the jr. high school. Students were surveyed about the effectiveness of this event for the past two years immediately after their visit. Results show that for the most part students learned from the visit what staff members had planned for them during the event. Most students felt that the visit was very or somewhat helpful to them for their transition from the elementary to the high school. The satisfaction rate, according to each question, did decline slightly from spring of 2016 to the spring of 2017. 6<sup>th</sup> grade faculty and jr. high faculty will study data to determine if changes need to be made before the spring 2018 visit.

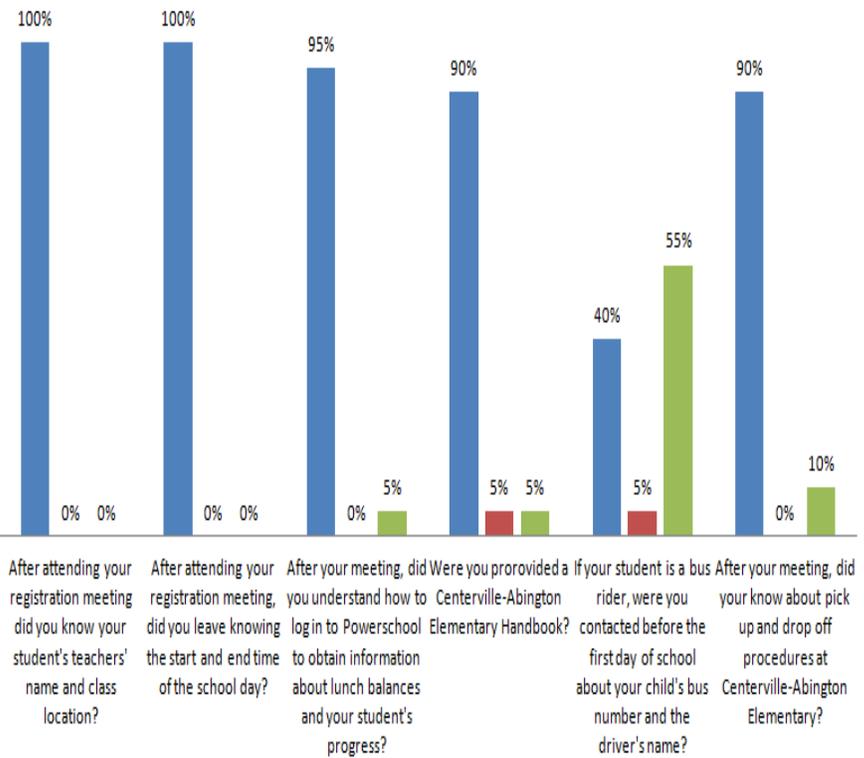
### Parent Survey (New and Move-in Student) 2016-2017 and 2017-2018

Very Helpful Somewhat Helpful Did not receive one



### Parent Survey (New and Move-in Student) 2016-2017 and 2017-2018

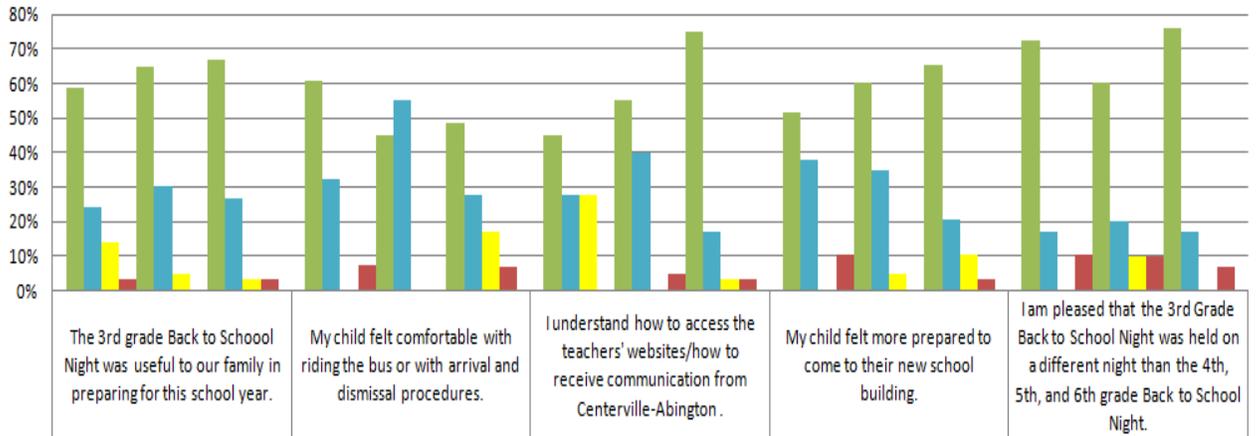
Yes No Not Applicable



### Analysis

There is a system in place for new students who are registered at Centerville Elementary to ensure students and parents feel comfortable with starting at a new school. When a parent schedules an appointment to enroll their student, they are given a period of time to meet with both the secretary and the principal or asst. principal to gather information to make their transition to a new school a positive experience. We have surveyed parents of new students for the past two school years to evaluate this practice of new student registration to ensure it is effective. Results show that parents received information during the registration process that was helpful and a positive experience.

### 3rd Grade Back to School Night Survey Results

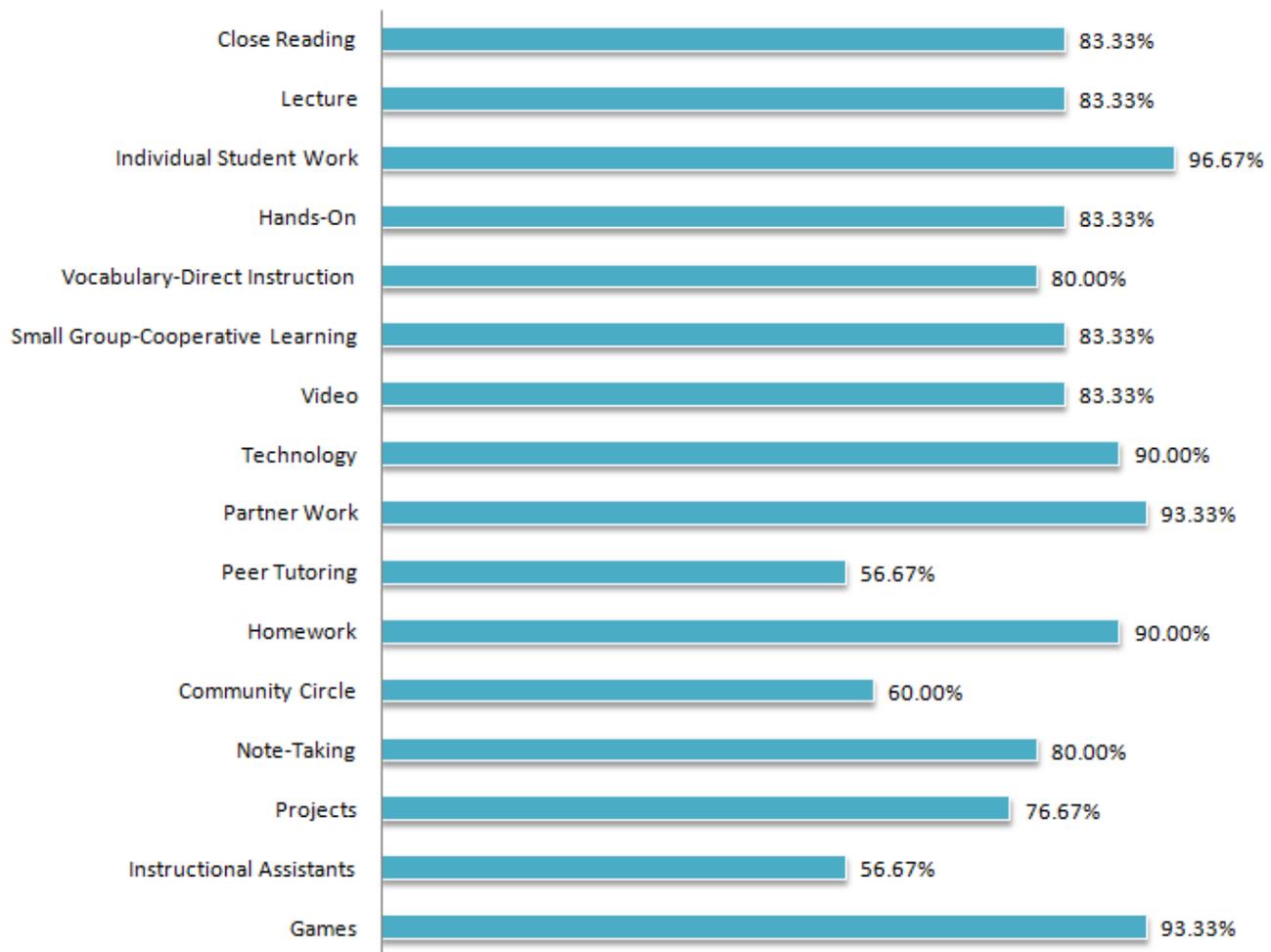


Response	The 3rd grade Back to School Night was useful to our family in preparing for this school year.	My child felt comfortable with riding the bus or with arrival and dismissal procedures.	I understand how to access the teachers' websites/how to receive communication from Centerville-Abington.	My child felt more prepared to come to their new school building.	I am pleased that the 3rd Grade Back to School Night was held on a different night than the 4th, 5th, and 6th grade Back to School Night.
Strongly Agree 2015	59%	61%	45%	52%	72%
Agree 2015	24%	32%	28%	38%	17%
Somewhat Disagree 2015	14%	0%	28%	0%	0%
Disagree 2015	3%	7%	0%	10%	10%
Strongly Agree 2016	65%	45%	55%	60%	60%
Agree 2016	30%	55%	40%	35%	20%
Somewhat Disagree 2016	5%	0%	0%	5%	10%
Disagree 2016	0%	0%	5%	0%	10%
Strongly Agree 2017	67%	48%	75%	66%	76%
Agree 2017	27%	28%	17%	21%	17%
Somewhat Disagree 2017	3%	17%	3%	10%	0%
Disagree 2017	3%	7%	3%	3%	7%

### Analysis

After some concern from a couple of parents about there not being enough provided to help students with the transition from one school to another, Centerville Elementary began providing a separate Back to School Night for 3<sup>rd</sup> graders. This night is always the night before the Back to School Night for grade 4-6 students. Having a night specific to 3<sup>rd</sup> graders and their parents allows administration to meet with 3<sup>rd</sup> graders and their parents to share our expectations as well as school procedures during a parent meeting during the Back to School Night. Parents were emailed and texted a link to an electronic survey that asked for feedback about their experience at Back to School Night. Data from the past three school years show that most parents agree or strongly agree that the event was useful and helped prepare them and their student for beginning 3<sup>rd</sup> grade at a new school. Data does show that we as a corporation need to do a better job of helping parents feel more comfortable with their student riding the bus, as well as arrival and dismissal procedures before the first day of school.

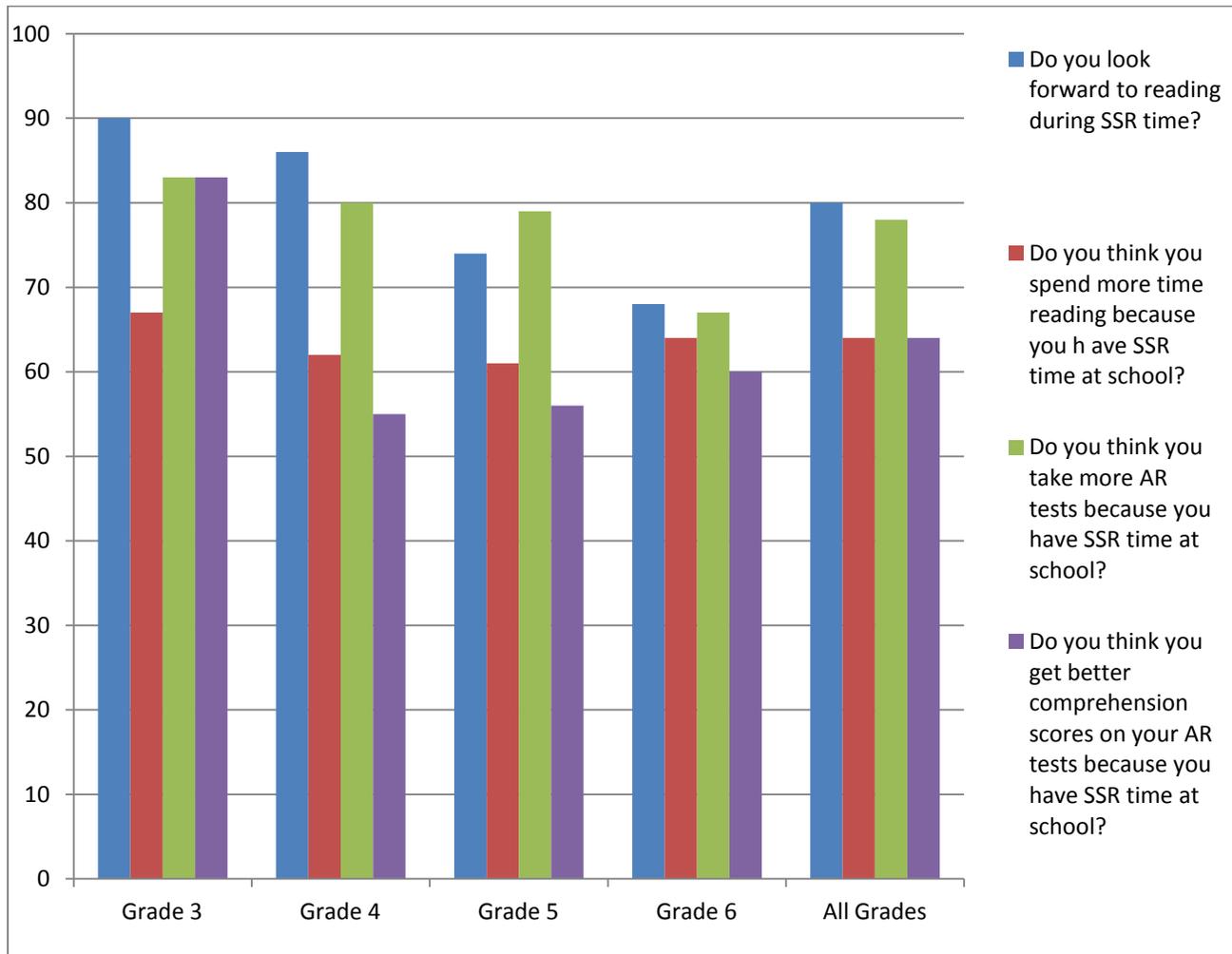
## Instructional Techniques Used at Centerville-Abington Elementary



### **Analysis**

This graph reflects the most commonly used instructional practices used at Centerville Elementary. All teachers, grades 3-6, participated in this survey September of 2017. This data reflects that our teachers use a variety of instructional strategies to deliver content, assess student understanding, and support student success.

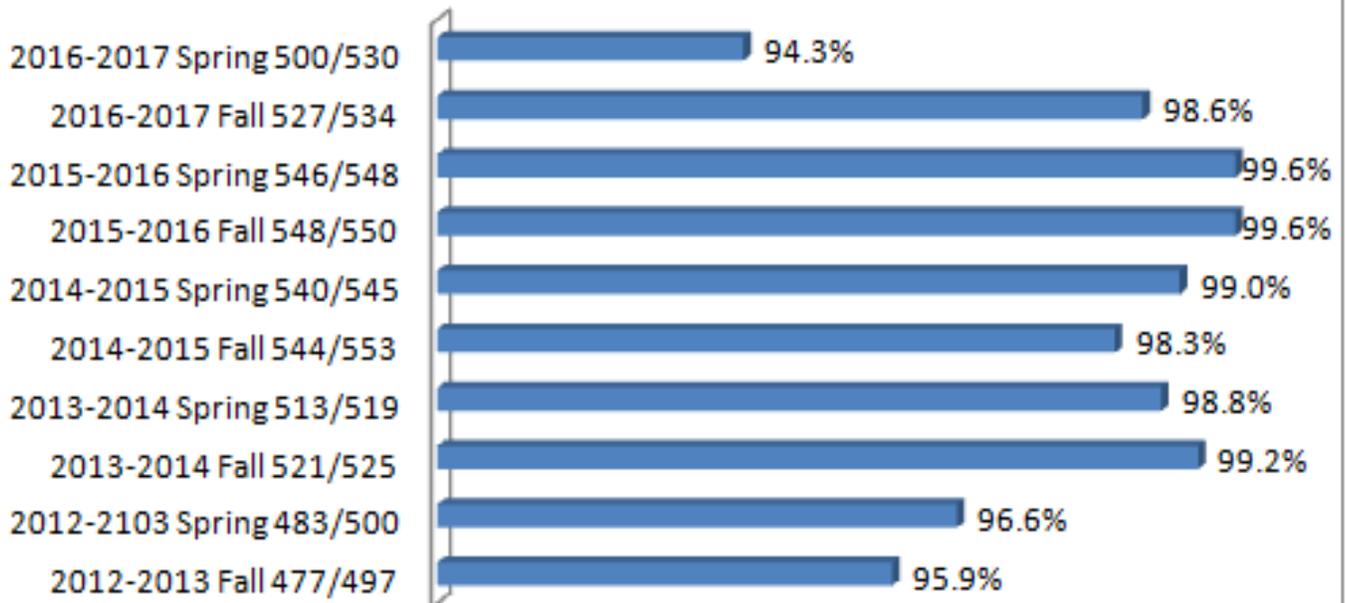
## SSR Student Survey Results



### Analysis

Self-Selected Reading (SSR) is an integral part of every student's day at Centerville-Abington Elementary School. Our staff has participated in several discussions during staff meetings and early release days on how we can improve SSR, make it more enjoyable for students, and increase their reading levels and comprehension. After one school year of SSR being fully implemented in all classrooms, teachers noticed an increase in student excitement about reading, AR tests taken, and increased reading comprehension. After two years of SSR being fully implemented in all classrooms, students were surveyed in the spring of 2010, which gave teachers data about how students felt SSR impacted their reading achievement. The survey showed that the majority of students felt that SSR helped their comprehension, encouraged them to take more AR tests, and increased their interest in reading. School data on comprehension shows school-wide success. Sixty-three percent of our students read at 80% or above comprehension at the end of the 2009-10 school year, and at the end of the 2012-13 school year, 88% of our students read at 80% or higher comprehension. Our numbers dropped slightly to 84% after the 2013-2014 school year, however, surpassed our school goal of 85% of our students reading at 80% or higher comprehension levels the past three school years. Overall, as a school, we have experienced a growing trend in our reading comprehension over the course of the last five years. We will be surveying students again during the spring of 2018.

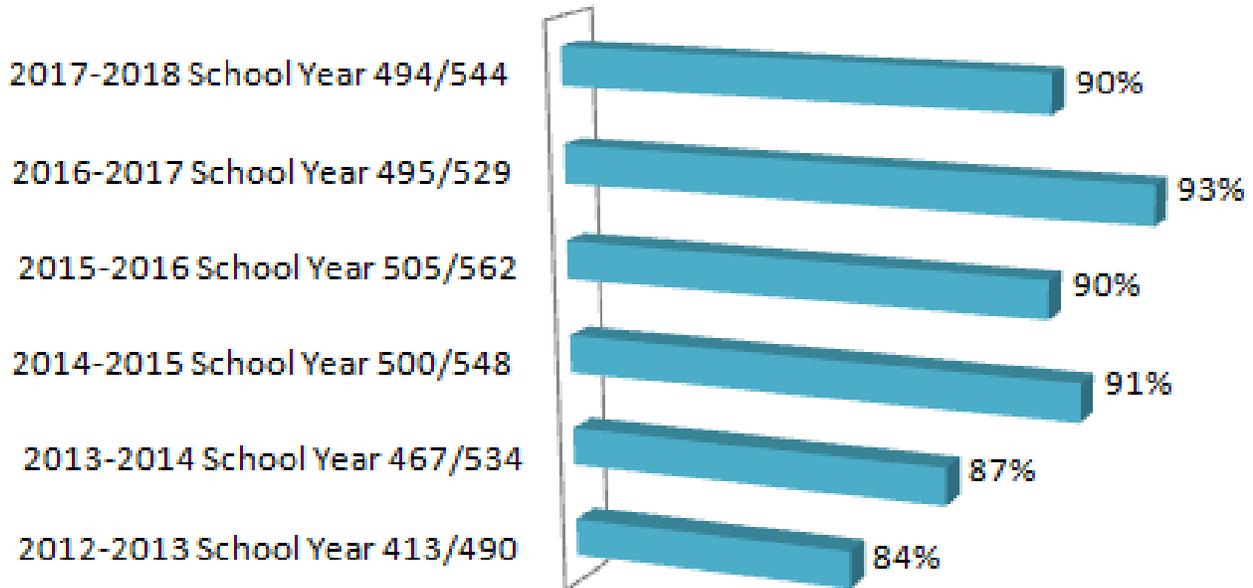
## Parent/Guardian participation with Data Folders



### **Analysis**

Centerville-Abington Elementary has worked diligently to make data available to our stakeholders. In Fall of 2008, we started using data folders for recording data, progress, and future academic goals for each individual student. Beginning in the fall of 2010, students were required to share their data with parents. Parents then signed the last page, indicating that they reviewed it with their student. The teachers and parents have increased the percentage of signed forms since we started this communication of data; therefore, we can conclude that we are doing a better job of providing student data to stakeholders. During the 2015-2016 school year, we experienced a record high 99.6% of our students returning parent signed data folders to their teachers. This past school year, our percentage of parents participating in viewing their student's data folder decreased to 94.3%. This decrease is attributed to having two long term subs during the last 9 weeks of school who were unable to get students to return their data folder parent signature sheets before the last day of school. Our data collected clearly shows that parents are routinely informed of their child's data.

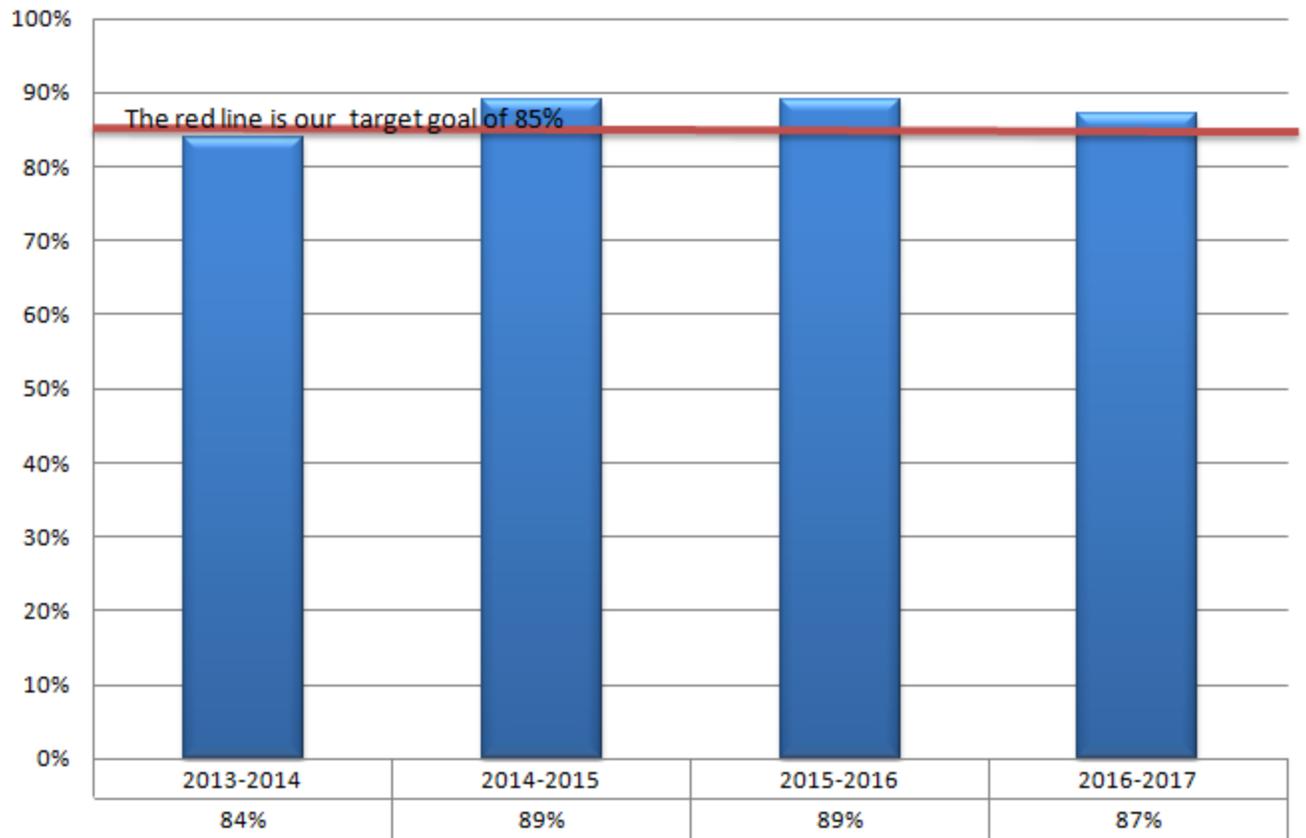
## Back to School Night Participation



### **Analysis**

Centerville-Abington Elementary began taking attendance at Back to School Night in 2010. This is another way we are trying to get our stakeholders and parents information about our school and classroom. The incentive for coming is the opportunity to drop off materials, meet teachers and staff, and orient the students for the upcoming year. It has been successful thus far, and is looked upon as a valued communication activity. Parents are notified of Back to School nights through the online Corporation Newsletter, summer letters that go out to all students, our school website, the Centerville-Abington Elementary Facebook page, and Remind101 text messaging. Since this new acclimatization tradition has been established, we have seen a steady growth in participation.

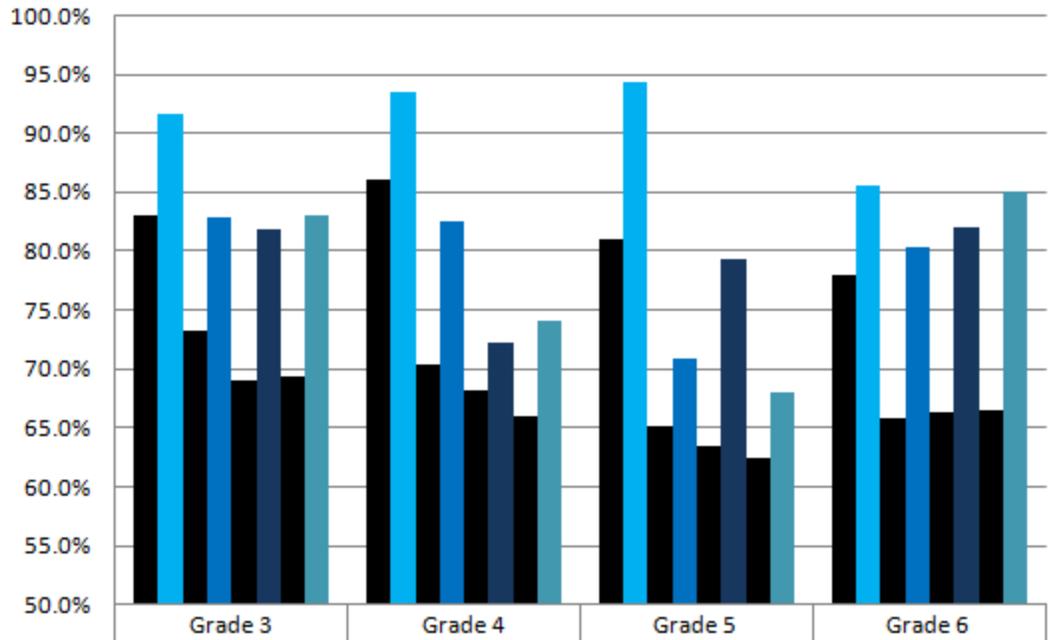
## Accelerated Reader Students with 80% or higher Comprehension Scores



### **Analysis**

With a focus on reading comprehension, Centerville-Abington Elementary has followed Accelerated Reader comprehension results closely. All students, grades 3-6 document their reading comprehension percentages every nine weeks in their data folders. Every classroom teacher has a data board inside or outside the classroom that documents student progress. A school wide data board is presented in our main hallway, and it displays each classroom's Accelerated Reader comprehension percentages as well as the school's each 9 week period. At the end of each nine weeks, all classroom teachers receive a graph that shows the percentage of students in their classroom who are reading at 80% comprehension and above, and students then work with their teacher to set individual and classroom goals for the next nine week period. Our school goal is for 85% of our students to be reading at 80% or higher comprehension. Our students have exceeded this goal three out of the last five school years. When we first began collecting school wide data on AR comprehension rates, our percentage of students reading at 80% or higher comprehension rates was only at 60%. The past three school years our students have exceeded our school goal of 85% or more of our students reading at an 80% or higher comprehension rate. We attribute these great gains to daily remediation, implementation of Self-Selected Reading (SSR) time for all students, progress monitoring by students and teachers, vocabulary instruction, and a school-wide focus on reading comprehension.

## Centerville Elementary Percent Passing ISTEP+ English/Language Arts

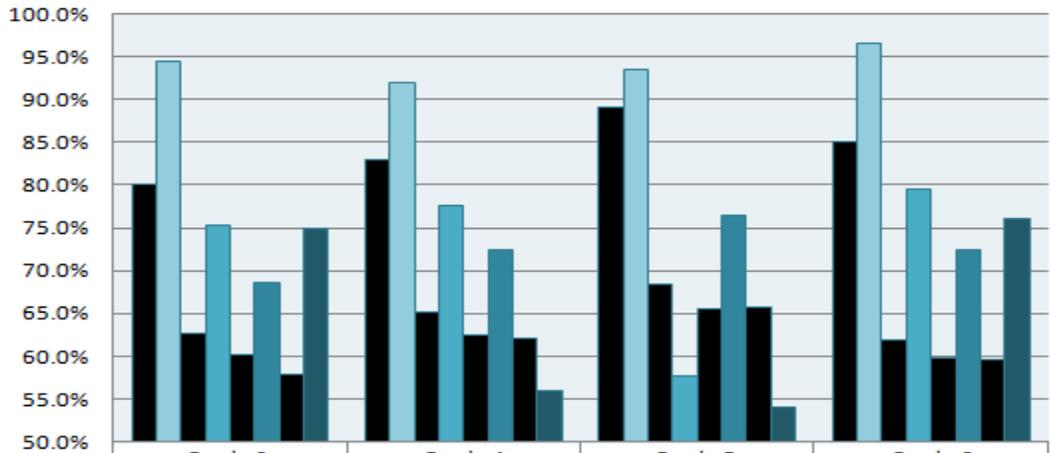


	Grade 3	Grade 4	Grade 5	Grade 6
13-14 State Average	83.0%	86.0%	81.0%	78.0%
13-14 CAE Average	91.6%	93.5%	94.3%	85.6%
14-15 State Average	73.2%	70.4%	65.2%	65.8%
14-15 CAE Average	82.8%	82.5%	70.8%	80.3%
15-16 State Average	69.0%	68.2%	63.4%	66.3%
15-16 CAE Average	81.8%	72.2%	79.3%	82.0%
16-17 State Average	69.4%	65.9%	62.4%	66.5%
16-17 CAE Average	83.0%	74.0%	68.0%	85.0%

### **Analysis**

Before the change to more rigorous standards and a new state assessment during the 2014-15 school year, Centerville-Abington Elementary students consistently performed above the state average on the passing of the language arts portion of ISTEP. All grade levels, with the exception of 6<sup>th</sup> grade with a passing rate of 85.6%, were at or above 90% passing on the language arts portion of ISTEP during the 2013-14 school year. We attribute this success in student achievement to our implementation of Self Selected Reading (SSR), school-wide focus on comprehension data and vocabulary instruction, implementation of student data binders/folders, daily remediation, Shurley English, and students, as well as teachers, becoming more familiar with the format of the ISTEP+ test. We have continued to implement these same interventions/strategies each school year. While our students are still above the state average, the scores dropped during the 2014-2015 school year. However, the IDOE reports, "In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data". Grades 3, 4, and 6 all improved their average percentage of students who passed the spring 2017 language arts ISTEP assessment from the previous year. For the past three school years, all grades 3-6 performed above the state average on the Language Arts ISTEP assessment.

## Centerville Elementary Percent Passing ISTEP+ Math

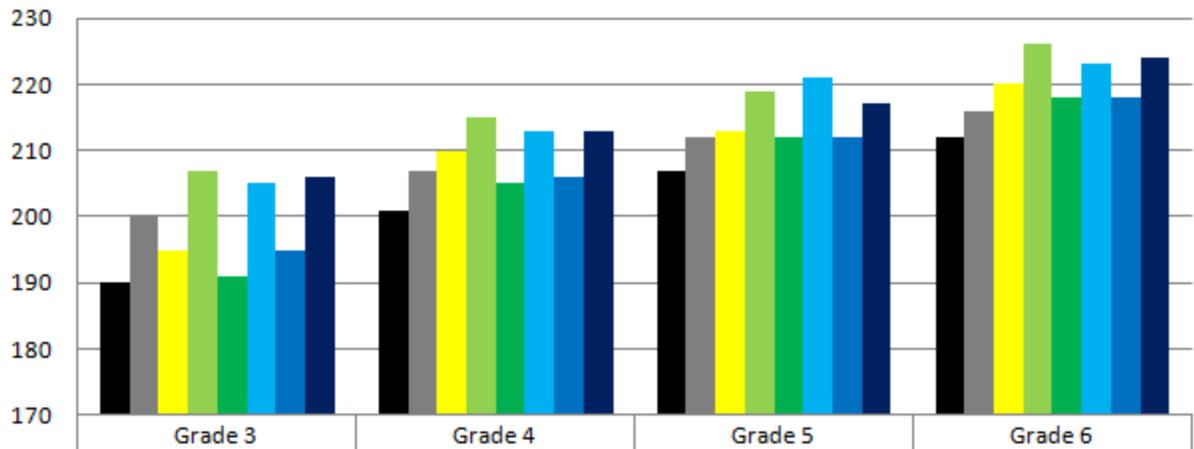


	Grade 3	Grade 4	Grade 5	Grade 6
13-14 State Average	80.0%	83.0%	89.0%	85.0%
13-14 CAE Average	94.4%	91.9%	93.4%	96.6%
14-15 State Average	62.6%	65.2%	68.4%	61.9%
14-15 CAE Average	75.2%	77.6%	57.7%	79.5%
15-16 State Average	60.1%	62.4%	65.6%	59.8%
15-16 CAE Average	68.5%	72.4%	76.4%	72.4%
16-17 State Average	57.8%	62.0%	65.8%	59.6%
16-17 CAE Average	75.0%	56.0%	54.0%	76.0%

### **Analysis**

Before the transition to new and more rigorous standards in 2014, all grade levels, 3-6, were achieving well above the state average and above 90% passing on the math portion of ISTEP. All grade levels, with the exception of fifth grade in the spring of 2015, achieved consistently higher than the state passing average, however, all grade level scores dropped from the previous year due to the new and more rigorous standards as well as a new test. According to the IDOE, the spring 2015 test results are not comparable to any previous data. Grades 3 and 6 both improved their performance on the math ISTEP from the spring of 2015 to the spring of 2016 and scores were above the state average. This improvement is attributed to teachers becoming more familiar with the new standards, a new ISTEP test, as well as the implementation of CLOSE reading strategies to support students when solving multi-step problems. Grades 4 and 5 scores both decreased from the previous year and were lower than the state average. Grade 4 students during the 2016-17 school year performed similarly on the ISTEP math assessment as they did on the spring NWEA math assessment. Grade 5, however, performed at NWEA norm expected levels on the spring NWEA math assessment. There was no correlation between how students did on the spring NWEA assessment and spring math ISTEP assessment. We will continue to analyze the spring ISTEP math data to determine trends as well as progress monitor student formative data to implement instruction that will lead to higher performance on the ISTEP this spring. 5 and 6 grade students will continue to have the opportunity to stay for study groups after school to get help with math from their teachers twice a week. We will also continue to utilize our learning lab for students to receive 1 on 1 or small group help with math. We have already adjusted our daily remediation time for all students to better meet their needs as well as implement a new online math supplemental program called Sumdog.

## Centerville Elementary NWEA Language Scores

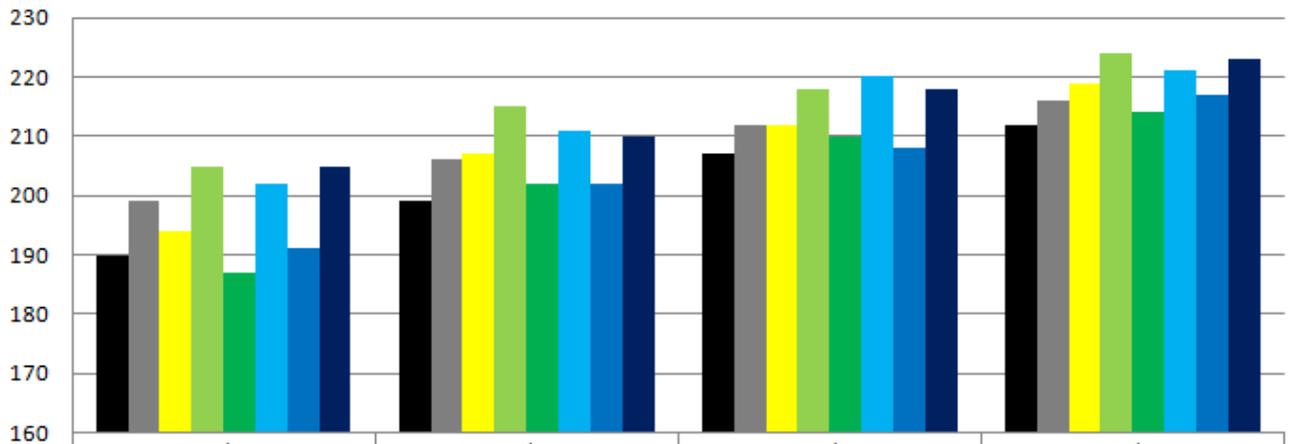


	Grade 3	Grade 4	Grade 5	Grade 6
■ Pre-Cut Score	190	201	207	212
■ Post-Cut Score	200	207	212	216
■ Pre 14-15	195	210	213	220
■ Post 14-15	207	215	219	226
■ Pre 15-16	191	205	212	218
■ Post 15-16	205	213	221	223
■ Pre 16-17	195	206	212	218
■ Post 16-17	206	213	217	224

### **Analysis**

This graph shows a positive trend over time in grades 3-6 on the NWEA Language test. Every grade level met or exceeded NWEA expected scores and improved their scores each testing cycle. The consistent gains in achievement are attributed to Centerville-Abington Elementary becoming a 3-6 building giving us the opportunity to develop team teaching, cooperative planning, and teachers working closely together to ensure the success of all our students. We also attribute our gains in Language Arts to our Shurley English program, daily language arts remediation for struggling students, teachers analyzing data to guide their instruction, and students becoming more aware of test scores, what their scores mean, and setting goals based on those scores.

## Centerville Elementary NWEA Reading Scores

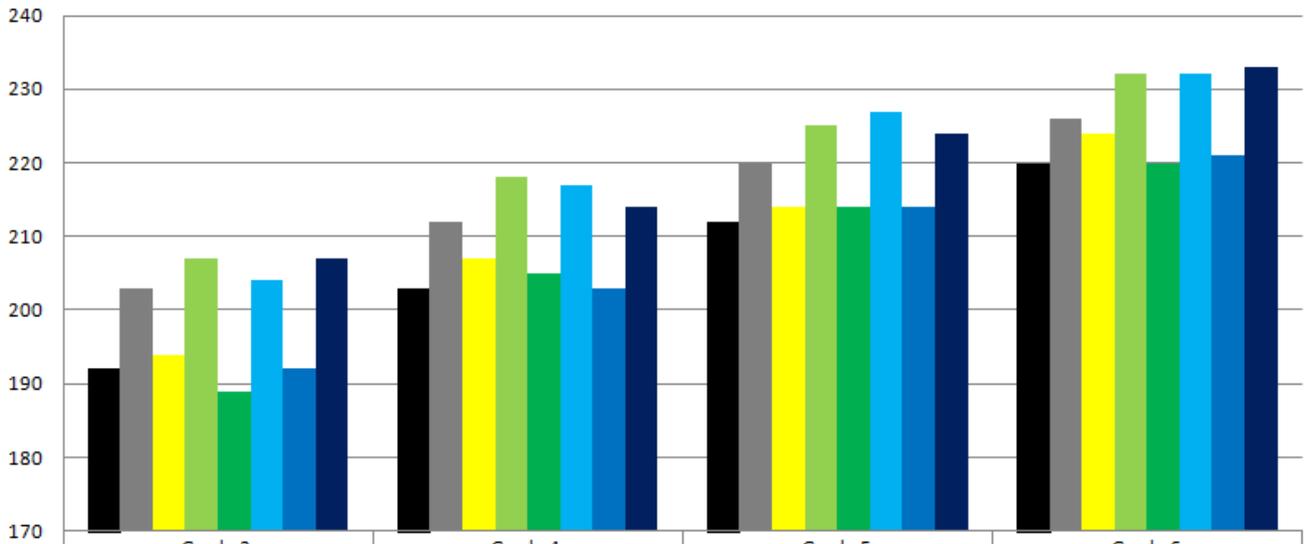


	Grade 3	Grade 4	Grade 5	Grade 6
Pre-Cut	190	199	207	212
Post-Cut	199	206	212	216
Pre 14-15	194	207	212	219
Post 14-15	205	215	218	224
Pre 15-16	187	202	210	214
Post 15-16	202	211	220	221
Pre 16-17	191	202	208	217
Post 16-17	205	210	218	223

### Analysis

This graph shows a positive trend over time that demonstrates our students' increase in reading comprehension and vocabulary in grades 3-6. Every grade level exceeded NWEA expected scores each testing cycle. We attribute this growth over time to the implementation of Self Selected Reading (SSR), CLOSE reading techniques taught to students, daily remediation for struggling readers, a focus on reading comprehension data, the use of the Marzano 6-Step vocabulary instruction in all content areas, and students becoming more aware of their data as it relates to reading comprehension and setting goals based on this data.

## Centerville Elementary NWEA Math Scores

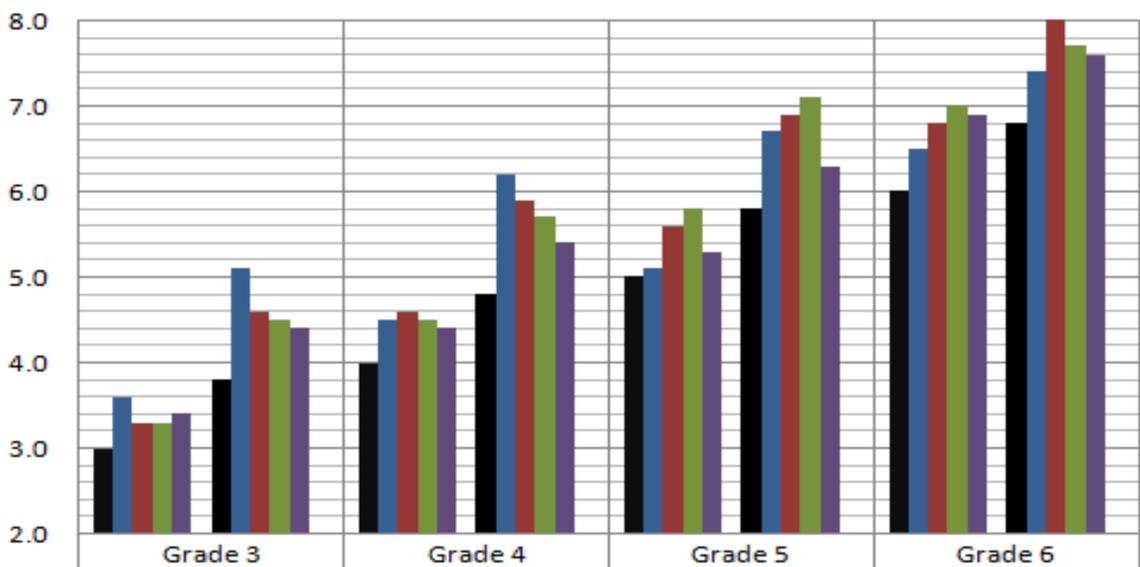


	Grade 3	Grade 4	Grade 5	Grade 6
■ Pre-Cut	192	203	212	220
■ Post-Cut	203	212	220	226
■ Pre 14-15	194	207	214	224
■ Post 14-15	207	218	225	232
■ Pre 15-16	189	205	214	220
■ Post 15-16	204	217	227	232
■ Pre 16-17	192	203	214	221
■ Post 16-17	207	214	224	233

### **Analysis**

The Math NWEA graph shows an upward trend in grades 3-6. Every grade level exceeded NWEA expected scores each testing cycle. Once again, the increase in achievement is the result of more direct communication between the grade levels focused on state standards, curriculum, individual and school data, and math remediation for struggling students. We will continue to monitor student progress on the NWEA pre and post assessments. We have also adjusted our daily remediation time to be longer than the previous year as well as have implemented an online supplemental math program to both remediate and enrich students in the area of math. Teachers in grades 5 and 6 offer study tables twice a week to help students in the area of math, reading, social studies, and science. Teachers also utilize the learning lab for 1 on 1 and small group instruction in the area of math.

## Centerville Elementary STAR Average Reading Level Scores

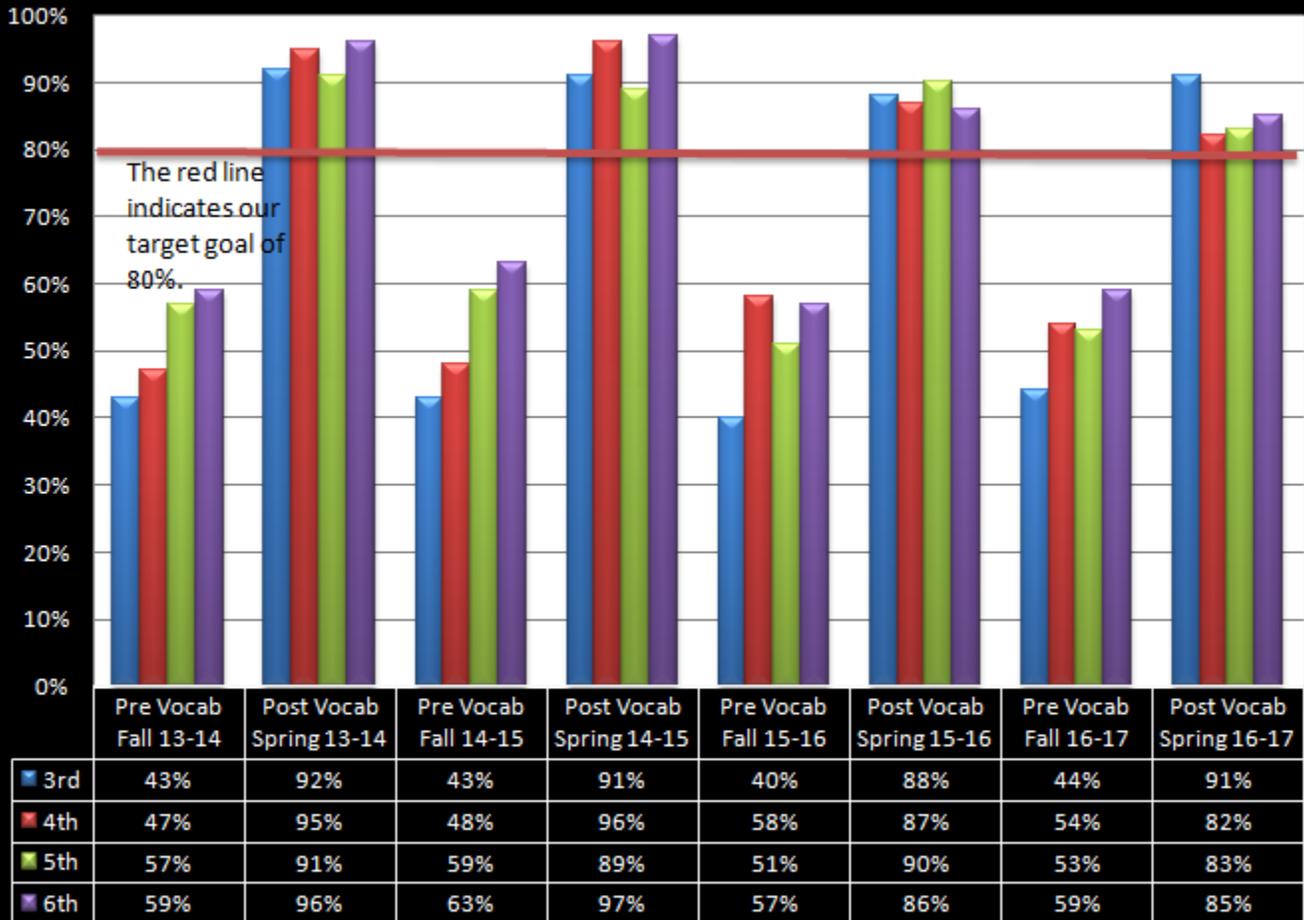


	Grade 3	Grade 4	Grade 5	Grade 6
Pre Expected	3.0	4.0	5.0	6.0
Fall 2011	3.6	4.5	5.1	6.5
Fall 2014	3.3	4.6	5.6	6.8
Fall 2015	3.3	4.5	5.8	7.0
Fall 2016	3.4	4.4	5.3	6.9
Post Expected	3.8	4.8	5.8	6.8
Spring 2012	5.1	6.2	6.7	7.4
Spring 2015	4.6	5.9	6.9	8.3
Spring 2016	4.5	5.7	7.1	7.7
Spring 2017	4.4	5.4	6.3	7.6

### Analysis

Students in grades 3-6 show great gains in their reading levels from the fall pre test to the spring post test. Once students take the STAR reading test and learn their reading level, they have point expectations as set by their grade level to meet by the end of each nine week period. Students are encouraged to read for interest and enjoyment while reading books at their instructional level to improve reading comprehension. As the students' reading comprehension improves their reading levels increase as well. As stated in the analysis of the SSR Survey, completed by students, students enjoy SSR and find themselves taking more AR tests because they are given time at school to read. Giving the students a point goal to meet each 9 week period keeps them focused on reading more which directly correlates with improving their comprehension. Students are required to do both fiction and non-fiction reading. All grade levels have a required amount of non-fiction books students must read each 9 week period.

## Centerville Elementary Vocabulary Scores



### Analysis

To improve our students' reading comprehension our staff studied the researched based strategies of Robert Marzano. Our students are exposed to new vocabulary words across the curriculum to help them increase their vocabulary. Studies show that the more words students know, the better they will comprehend what they read. For the last four school years (2013-2014, 2014-2015, 2015-2016, and 2016-2017), all grade levels exceeded the 80% benchmark. Our ISTEP+ Language Arts scores, NWEA Reading scores, STAR test scores, and our school-wide AR comprehension percentages have all improved substantially since we made vocabulary an intervention to meeting our reading comprehension goal. Teachers are encouraged to integrate grade level vocabulary into instruction, when appropriate, and not teach words in isolation to make vocabulary more meaningful for students.