

***Penn Harris Madison School Corporation
Student Achievement Report
2013 – 2014***

Supporting Documentation

PENN-HARRIS-MADISON SCHOOL CORPORATION
Student Achievement Report – School-Year 2013 - 2014
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Learning Division Goals 2014-2015

- I. Curriculum***
 - a. Curricular alignment and articulation of the New Indiana Standards
 - b. Focus on Common Assessments (K – 12)
 - c. STEM focus
- II. Instruction***
 - a. Differentiated Instruction as a response to specific student need
 - b. Focus on Writing Processes / Lucy Calkins (K –8)
- III. Assessment / Improving student achievement on State-wide and National Exams and criteria***
 - a. The development and use of formative assessments and Performance Tasks
 - b. DIBELS (Reading Assessment) and mCLASS (Math Assessment)
 - c. Acuity
 - d. IREAD-3
 - e. ISTEP+ or (New 3-8 Indiana Assessment)
 - f. End of Course Assessments / Algebra I and English 10
 - g. Advanced Placement / Early College
 - h. Graduation Rate
- IV. Professional Development***
 - a. Continuous alignment of Professional Development to the goals of the PHM District
 - b. Scholastic Reading Inventory, Performance Tasks, Common Assessments, Depth of Knowledge, Writing Processes – Lucy Calkins, Leveled Reading, Foundations, Formative Assessments (Content Specific, DIBELS, mCLASS, Acuity), Canvas Curriculum Warehousing
 - c. Teacher Evaluation
- V. Technology***
 - a. Focus on technology-rich schools
 - b. Technology 3 year plan
- VI. Smaller Learning Communities***
 - a. To provide support for the SLC Initiative at Penn High School Advanced Placement, Dual Credit, Graduation Rate, (Readiness for College and Careers)
- VII. Continued Development of a STEM Campus***
 - a. Gateway PLTW at Schmucker Middle School
- VIII. Partnership with Ivy Tech for Early College***
 - a. 120 students in Graduation Cohort of 2018
- IX. Expansion of Foreign Language exploration through Junior Academies***
- X. Expansion of Enrichment Experiences through the Junior Academies***



Annual Student Achievement Report - Executive Summary – 2013-2014

- I.*** Penn-Harris-Madison School Corporation is ranked in the ***top 5%*** of the school corporations in the state as a result of the percentage of students passing 2014 ISTEP+.
- II.*** ***The Graduation Rate at Penn High School*** has increased steadily since the 2007 school year to ***97.1% in 2013.***
- III.*** ***PHM has the 3rd highest number of FOUR STAR AWARDS in the state. Four Star schools include Horizon, Mary Frank, Northpoint, and Prairie Vista Elementary Schools, Discovery and Schmucker Middle Schools, and Penn High School.***
- IV.*** Northpoint Elementary School is ranked as the ***#1 elementary school*** in Indiana for students passing both ELA and math on the 2014 ISTEP+.
- V.*** Discovery Middle School is ranked as the ***#1 middle school*** in Indiana for students passing both ELA and math on the 2014 ISTEP+.
- VI.*** Discovery Middle School is a State and National ***Blue Ribbon*** School
- VII.*** It is projected that Penn High School will once again be named a ***90-25-90*** high school having achieved an ***ECA pass rate over 90%; over 67.6% of seniors are College and Career Ready, and a graduation rate of 97.1%!***
- VIII.*** ***96.7%*** of Penn High School students successfully passed the ***Algebra I ECA*** (Grad. cohort 2014). PHM is ***# 3 in the state*** for corporations over 1000 and the percentage passing Algebra I ECA.
- IX.*** ***92.4%*** of Penn High School students successfully passed the ***English 10 ECA*** (Grad. cohort 2014). PHM is ***#5 in the state*** for corporations over 1000 and the percentage of students passing English 10 ECA.
- X.*** Penn-Harris-Madison School Corporation ranked in ***the HIGEST GROWTH AND HIGHEST ACHIEVEMENT*** categories for both ELA and math 2014 ISTEP+.
- XI.*** ***10 of 14 schools*** ranked in ***the HIGEST GROWTH AND HIGHEST ACHIEVEMENT*** categories for both ELA and math 2014 ISTEP+. These include Bittersweet, Horizon, Madison, Mary Frank, Meadow's Edge, Moran, Northpoint, Prairie Vista, Discovery, and Grissom.
- XII.*** Penn-Harris-Madison School Corporation is ranked in the ***top 5%*** of the school corporations in the state as a result of the percentage of students in ***Special Education*** passing 2014 ISTEP+.
- XIII.*** Discovery Middle School is ranked ***#1 in the state for the number of 6th and 7th grade students passing the Algebra I ECA.***
- XIV.*** 96% of the eligible 3rd grade students passed the 2014 ***IREAD-3*** assessment.

- XV.** PHM students in grades K-2 increased their mCLASS math scores by 29 points from the beginning to the end of the year.
- XVI.** Students who are English Language Learners *outperformed students across the state* on the Annual Measurable Achievement Objectives (AMAO) relative to the Las Links Assessment.
- XVII.** PHM is experiencing the *highest academic achievement* in the district's history while at the same time the highest rate of *Free and Reduced lunch students in the district's history*. Those students qualifying for free and reduced services has grown to 28.2%.
- XVIII.** ISTEP+ student scores for both English Language Arts and Mathematics *exceed state averages* in all grade levels, and there is an average 10 point variance between district and state scores. This increased over last year's variance between district and state.
- XIX.** Passing percentage for both ELA and Math (students in grades 3-8) increased 11 % from 2009 – 2014. Corporation percentages for students passing both the English Language Arts and Mathematics components of ISTEP+ have increased from 76.7% in 2009 to 87.6% in 2014.
- XX.** Spring 2014 ISTEP scores (grades 3 – 8) are in the 90th percentile or above in 11 of 12 categories for ELA and math.
- XXI.** Corporation percentages for students passing English Language Arts components of ISTEP+ have increased from *82.9% in 2009 to 90.9%* in 2014.
- XXII.** Corporation percentages for students passing Mathematics components of ISTEP+ have increased from *83.2% in 2009 to 93.0%* in 2014.
- XXIII.** The longer students are enrolled with PHM, *the greater the variance in their scores over state level*. 3rd grade ELA +9 points over state and 8th grade +16 points over state; 3rd grade math +9 points over state and 8th grade + 12 points over state average.
- XXIV.** **100%** of 3rd grade students at Prairie Vista passed IREAD-3 in the Spring of 2014.



Penn-Harris-Madison Professional Development Executive Summary 2013-2014

In Penn-Harris-Madison, we believe that professional development is an effective strategy to ensure that teachers continue to grow throughout their career. The Learning Division offers professional development that is strategically aligned to our district goals and generally our offerings center on curriculum, instruction and assessment. Our goal is to provide a laser-like focus on what quality instruction looks like, sounds like, and feels like in the classroom.

While we report to you formally on our district-wide initiatives, professional development is happening daily in all of our buildings. Our principals serve as the “lead learner” in their schools and do an excellent job targeting areas of needed staff development in their own schools.

It is our pleasure to report on our highly trained teachers, support staff and administrators.

	Teachers/Support Staff	Administrators
August	485	125
September	270	25
October	140	15
November	100	22
December	38	12
January	120	32
February	88	58
March	43	18
April	36	11
May	275	23
June	90	71
Totals:	1,685	412

While these figures represent repeated counts, we are pleased with the amount of educators we were able to train and will continue to evaluate how to support our learning initiatives moving forward.

A GUIDE TO ACRONYMS

ACT – American College Testing
AMAOs – Annual Measurable Achievement Objectives
AP – Advanced Placement
ACP – Advanced College Placement
AYP – Adequate Yearly Progress
CCSS – Common Core State Standards
CogAT – Cognitive Abilities Test
CRT – Criterion Referenced tests
CPI – Crisis Prevention Intervention
CPM – College Preparatory Math
CTL – Collaborative for Teaching and Learning
DI – Differentiated Instruction
DIBELS – Dynamic Indicators of Basic Early Literacy Skills (mClass)
DVT – Digital Video Theater
ECA – End of Course Assessment
ELL – English Language Learner
ENL – English as a New Language
FEP – Fluent English Proficient
HAC – Home Access Center (in eSchool+)
IDOE – Indiana Department of Education
IMAST – Indiana Modified Achievement Standards Test
ISTAR – Indiana Standards Tool for Alternate Reporting
IREAD – Indiana Reading Evaluation And Determination
ISTEP – Indiana Statewide Testing for Educational Progress
KDI – Kindergarten Diagnostic Instrument
LAS LINKS – Language Assessment Scales (Links)
LEP – Limited English Proficient
NAEP – National Assessment of Educational Progress
NCLB – No Child Left Behind
NWEA – Northwest Evaluation Association
PARCC – Partnership for Assessment of Readiness for College and Careers
PLC – Professional Learning Community
PSAT – Preliminary Scholastic Aptitude Test
PSWBS – Positive School Wide Behavior Support

RTI – Response to Instruction
SAT – Scholastic Aptitude Test
SEPUP – Science Education for Public Understanding Program
SIP – School Improvement Plan
SLC – Smaller Learning Communities
SRI – Scholastic Reading Inventory
TAC – Teacher Access Center (in eSchool+)
TCI – Teachers Curriculum Institute
YAC – Young Authors Conference

GRANT SUMMARY SCHOOL YEAR 2013-2014

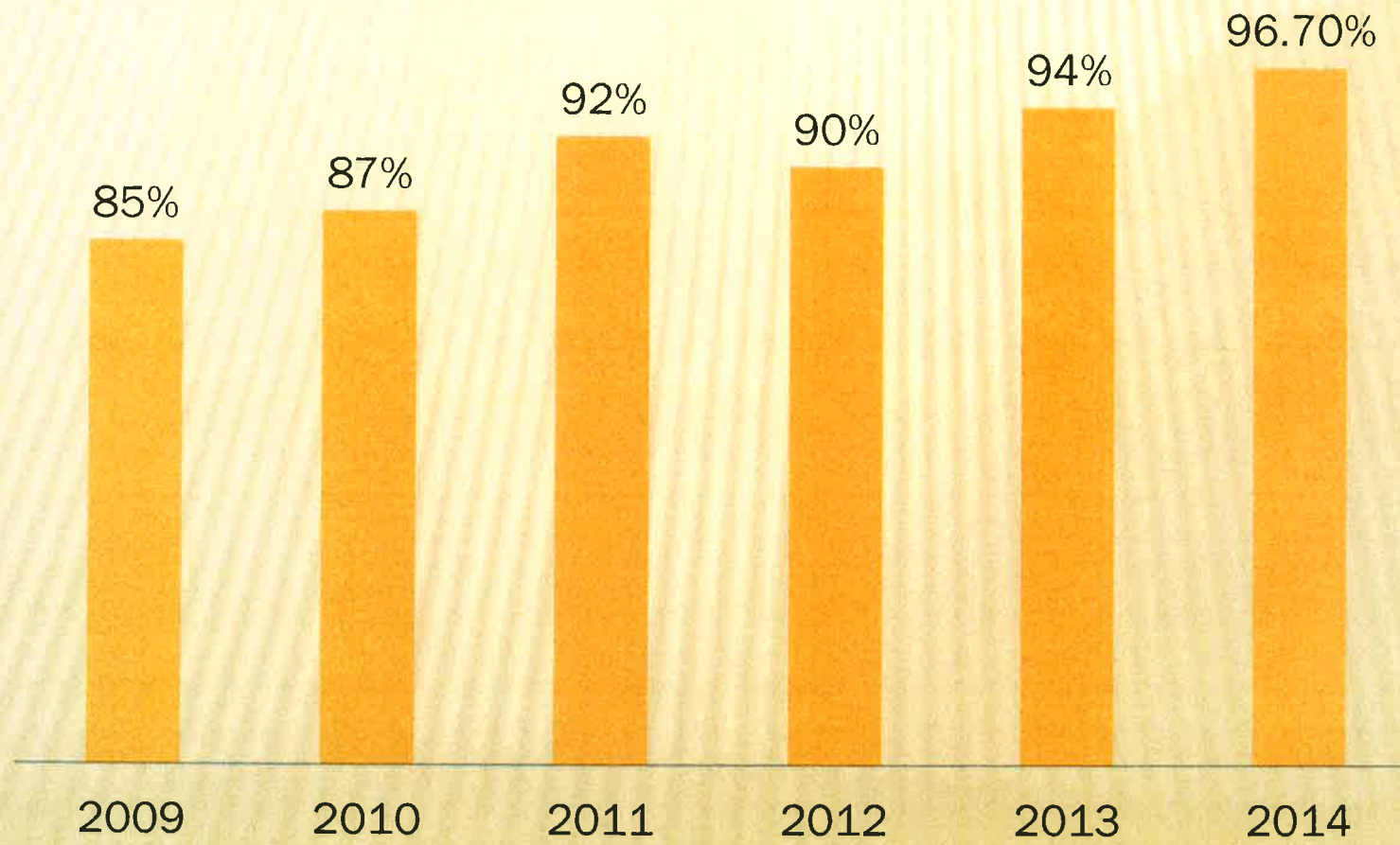
GRANT	DESCRIPTION	FUND	AMOUNT	GRANT PERIOD
TITLE I	Title I, Part A	8114	\$ 1,084,335.09	7/1/13 - 9/30/14
TITLE II	Title II, Part A	8214	\$ 159,690.00	7/1/13 - 9/30/14
TITLE III	Lang Instr for Ltd Eng Prof & Immig Students	8314	\$ 41,893.28	7/1/13 - 9/30/14
NESP	Non-English Speaking	8614	\$ 24,677.29	7/1/13 - 9/30/14
HIGH ABILITY	High Ability (GT)	8714	\$ 76,183.00	7/1/13 - 9/30/14
REMEDICATION	(ISTEP 3-8) Remediation Program	x	\$ 38,915.71	2014
	TOTAL		\$ 1,425,694.37	



Penn High School

Our Results

Algebra I ECA, Trend

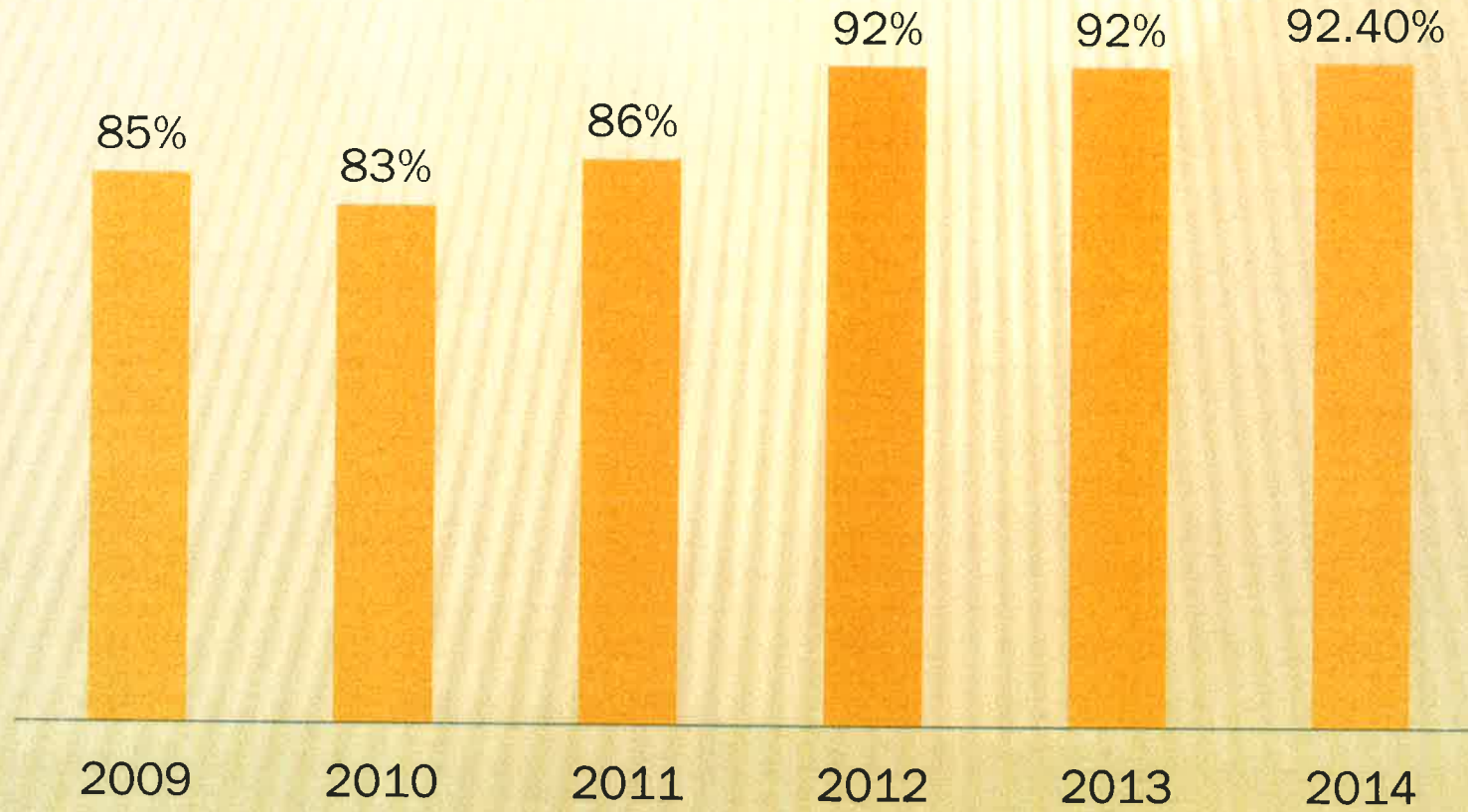




Penn High School

Our Results

English 10 ECA, Trend





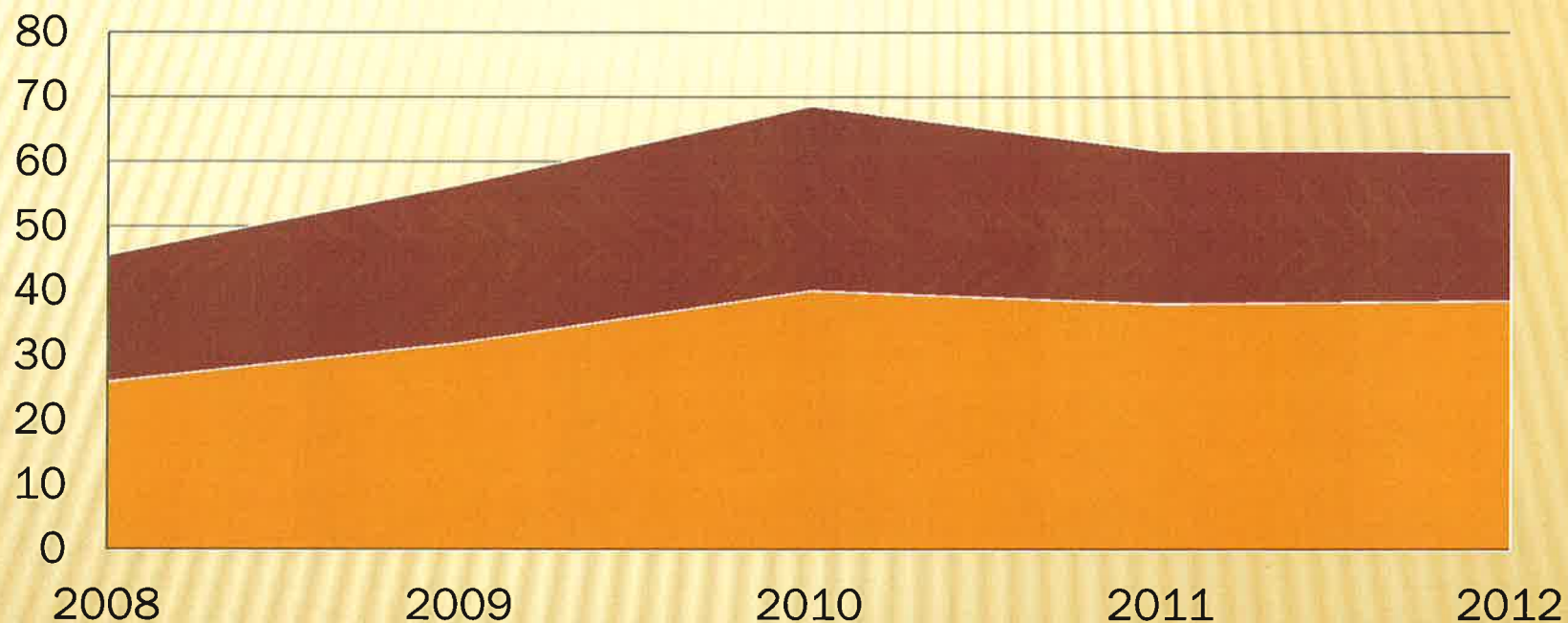
Penn High School

Our Results

College & Career Readiness

AP Class Performance

■ AP 3> ■ AP Course Taken



Data from Indiana Department of Education



College Readiness Letter for PENN HARRIS MADISON SCH DIST

August 20, 201

Code: 15749

SUPERINTENDENT
PENN HARRIS MADISON SCH DIST
55900 BITTERSWEET RD
MISHAWAKA, IN 46545



385300233



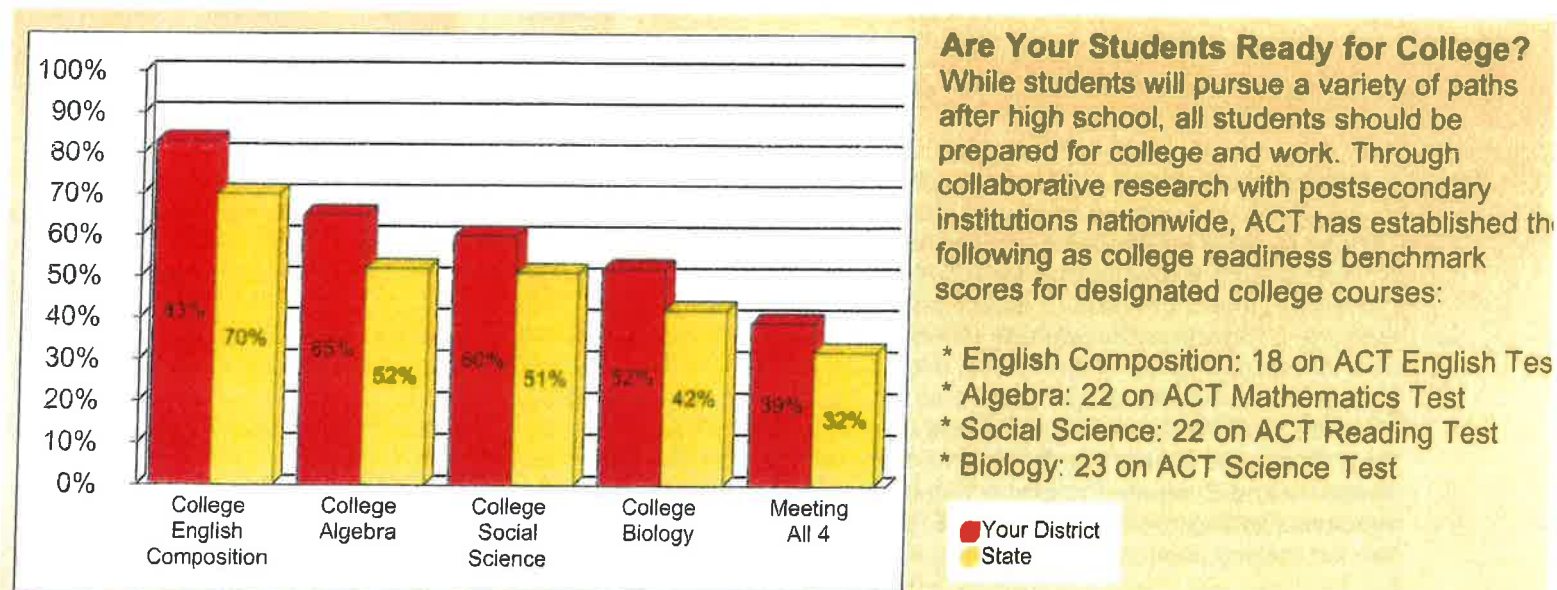
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of education development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2010	155	18,787	23.7	21.7	25.2	22.4	24.6	22.6	23.8	21.9	24.4	22.3
2011	229	20,462	23.0	21.7	24.8	22.4	23.8	22.6	23.4	21.9	23.9	22.3
2012	249	22,372	23.0	21.7	24.6	22.5	23.8	22.6	23.4	21.9	23.8	22.3
2013	249	26,227	22.5	21.0	24.1	21.9	23.7	22.1	22.9	21.4	23.4	21.7
2014	309	27,226	22.6	21.1	23.9	21.9	23.5	22.3	23.1	21.6	23.4	21.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



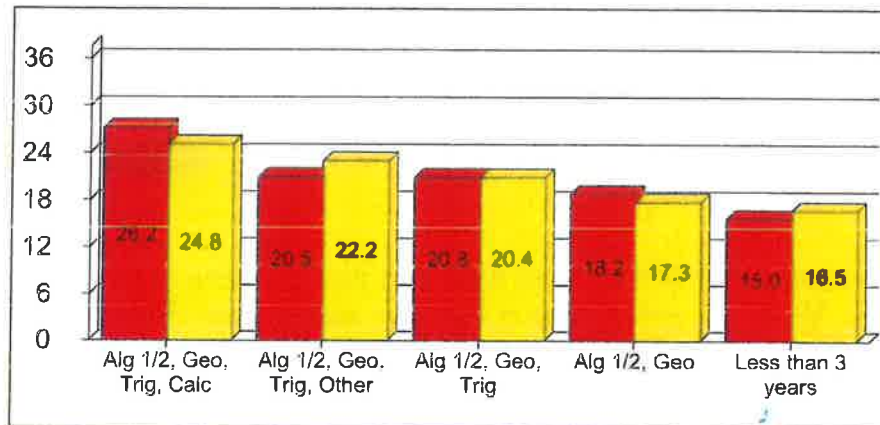
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for PENN HARRIS MADISON SCH DIST

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

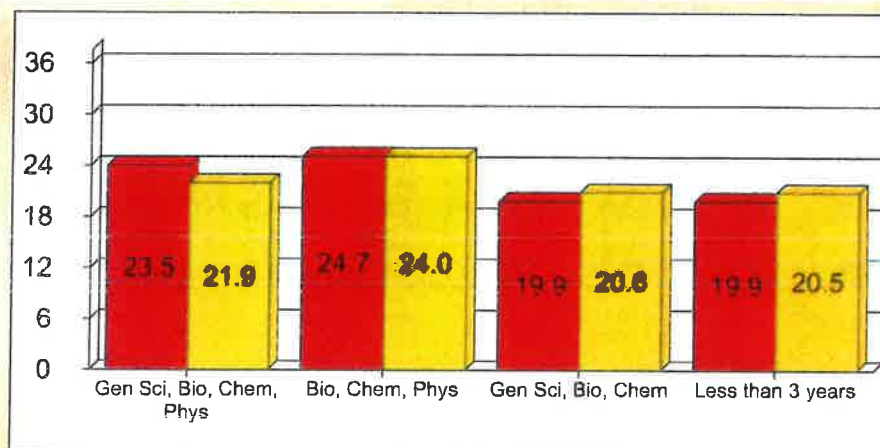
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

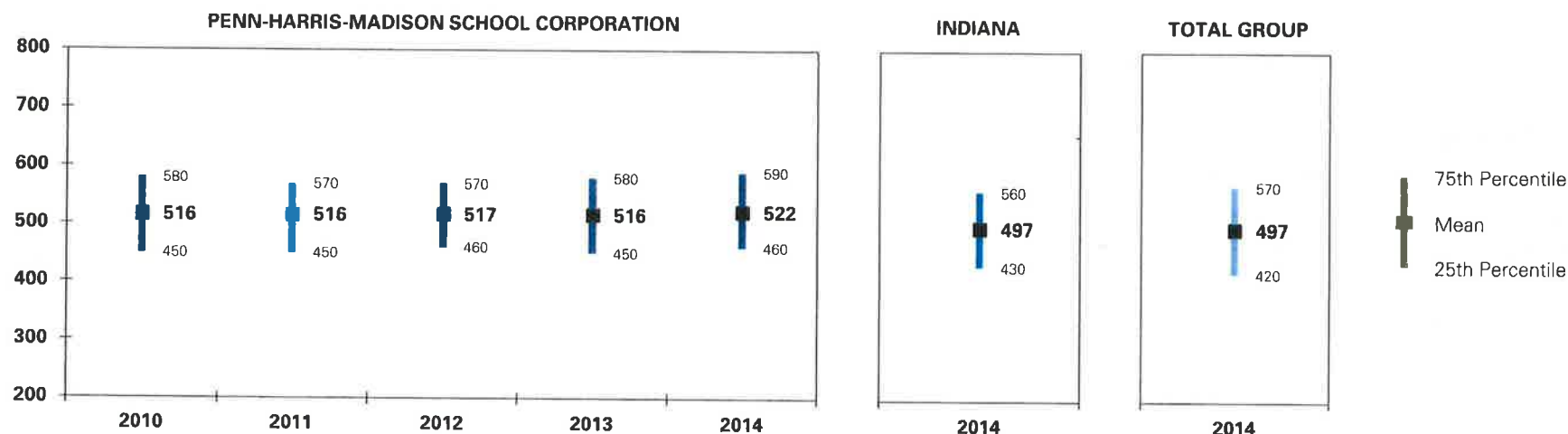
In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

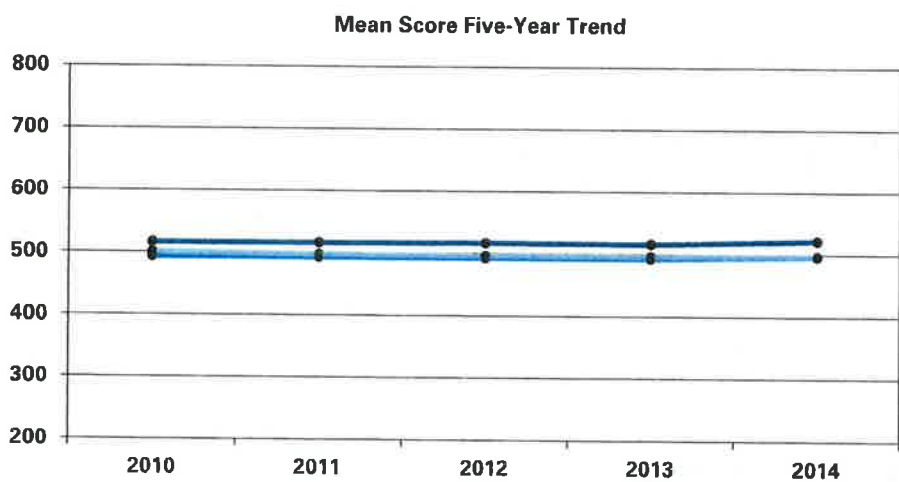
- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

SAT® Takers: Critical Reading Mean Scores and Middle 50th Percent Range



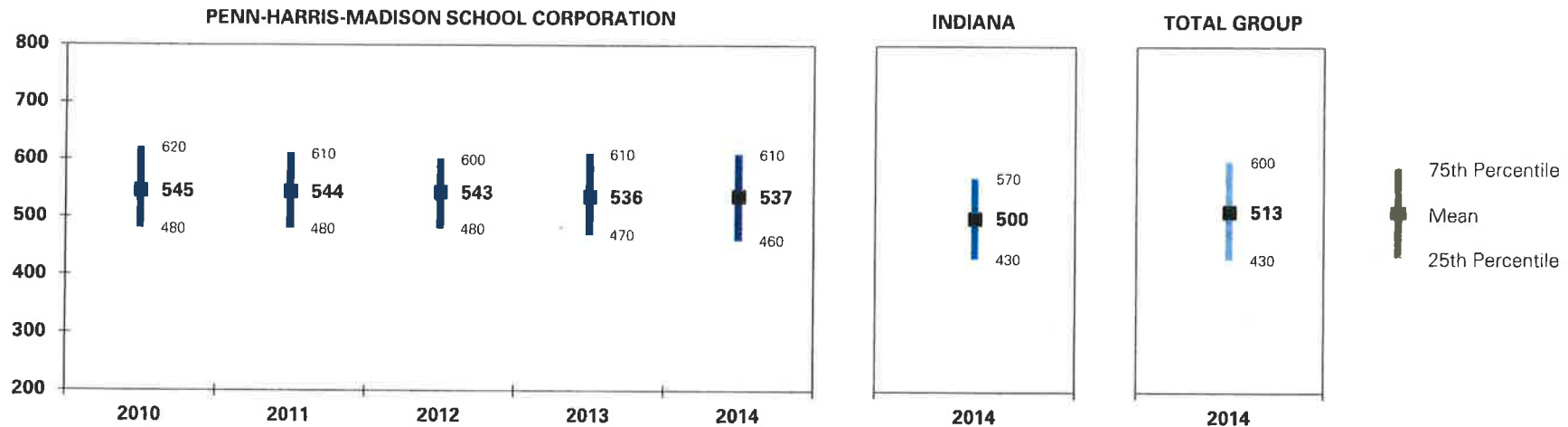
"Mean" and "Middle 50th Percent Range". The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



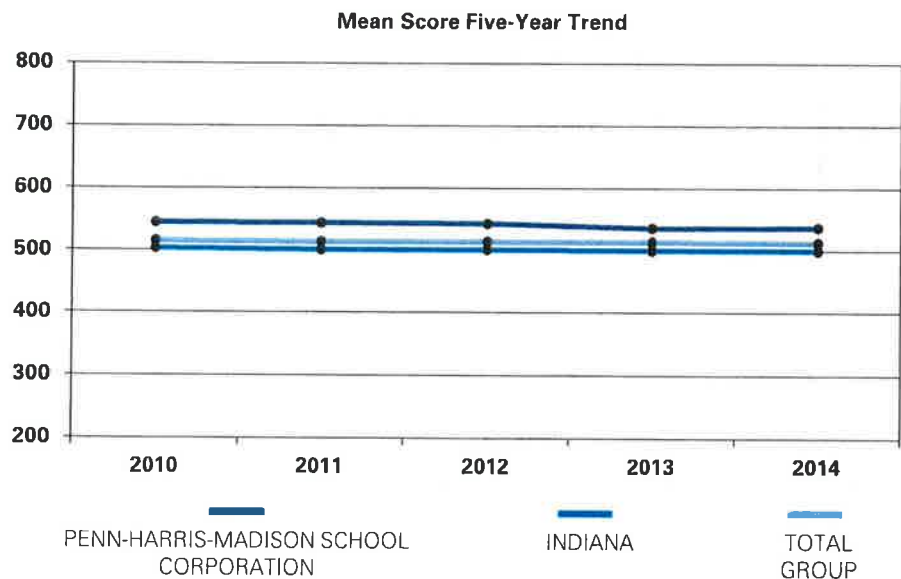
	Mean Scores and Point Change by Year					
	2010	2011	2012	2013	2014	Five-Yr Change
PENN-HARRIS-MADISON SCHOOL CORPORATION	516	516	517	516	522	+6
	Change:	0	+1	-1	+6	
INDIANA	493	493	493	493	497	+4
	Change:	0	0	0	+4	
TOTAL GROUP	500	497	496	496	497	-3
	Change:	-3	-1	0	+1	

"Mean Scores" and "Point Change by Year". The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The "Five-Year Change" in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Mathematics Mean Scores and Middle 50th Percent Range



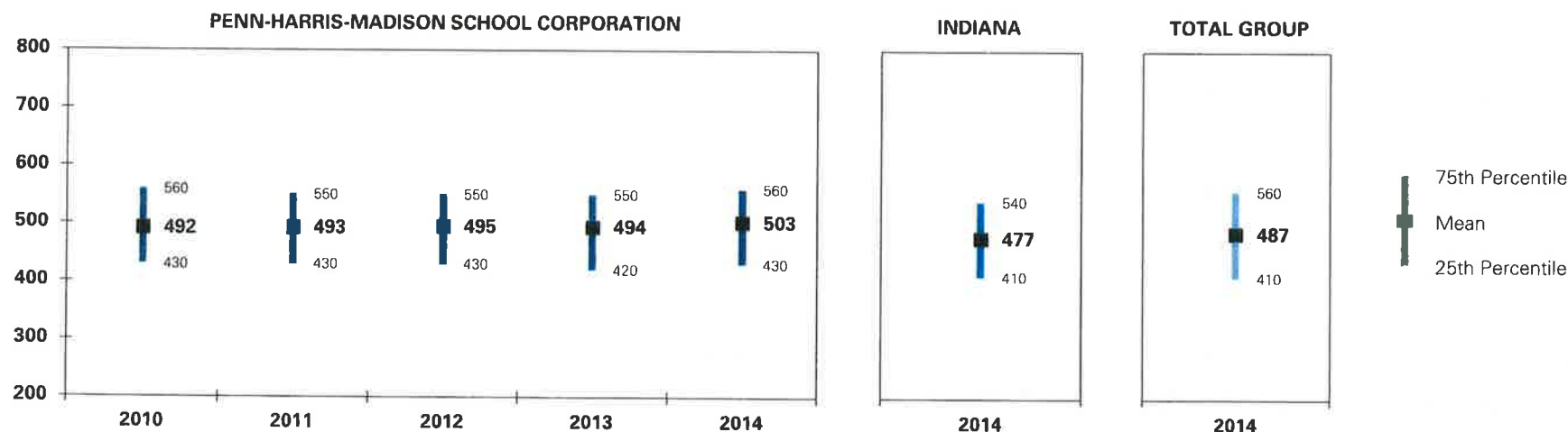
Mean and *Middle 50th Percent Range* The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



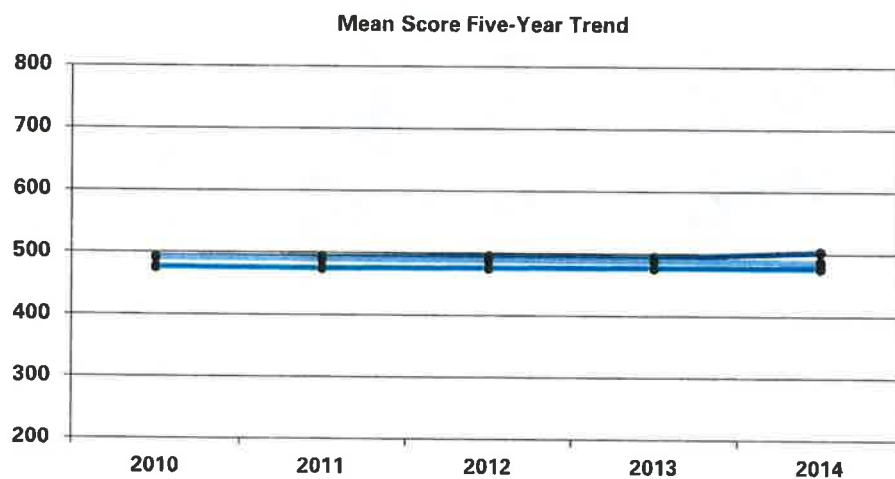
	2010	2011	2012	2013	2014	Five-Yr Change
PENN-HARRIS-MADISON SCHOOL CORPORATION	545	544	543	536	537	-8
	Change	-1	-1	-7	+1	
INDIANA	503	501	501	500	500	-3
	Change	-2	0	-1	0	
TOTAL GROUP	515	514	514	514	513	-2
	Change	-1	0	0	-1	

Mean Scores and *Point Change by Year* The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The *Five-Year Change* in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Writing Mean Scores and Middle 50th Percent Range*



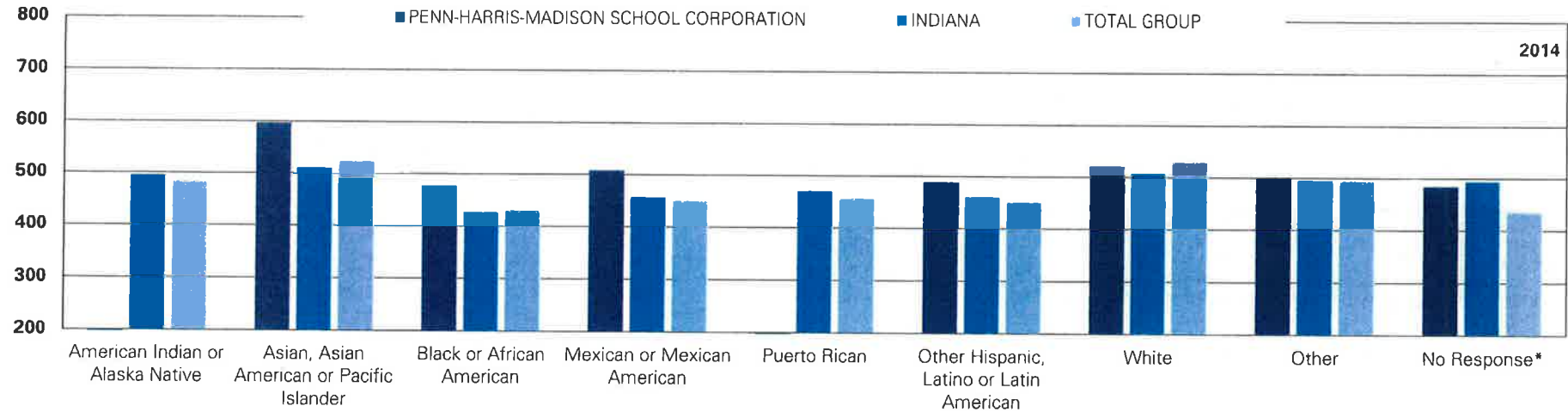
Mean and *Middle 50th Percent Range* The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



	Mean Scores and Point Change by Year					
	2010	2011	2012	2013	2014	Five-Yr Change
PENN-HARRIS-MADISON SCHOOL CORPORATION	492	493	495	494	503	+11
	Change	+1	+2	-1	+9	
INDIANA	476	475	476	477	477	+1
	Change	-1	+1	+1	0	
TOTAL GROUP	491	489	488	488	487	-4
	Change	-2	-1	0	-1	

Mean Scores and *Point Change by Year* The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The *Five-Year Change* in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Critical Reading Mean Scores by Race/Ethnicity



PENN-HARRIS-MADISON SCHOOL CORPORATION

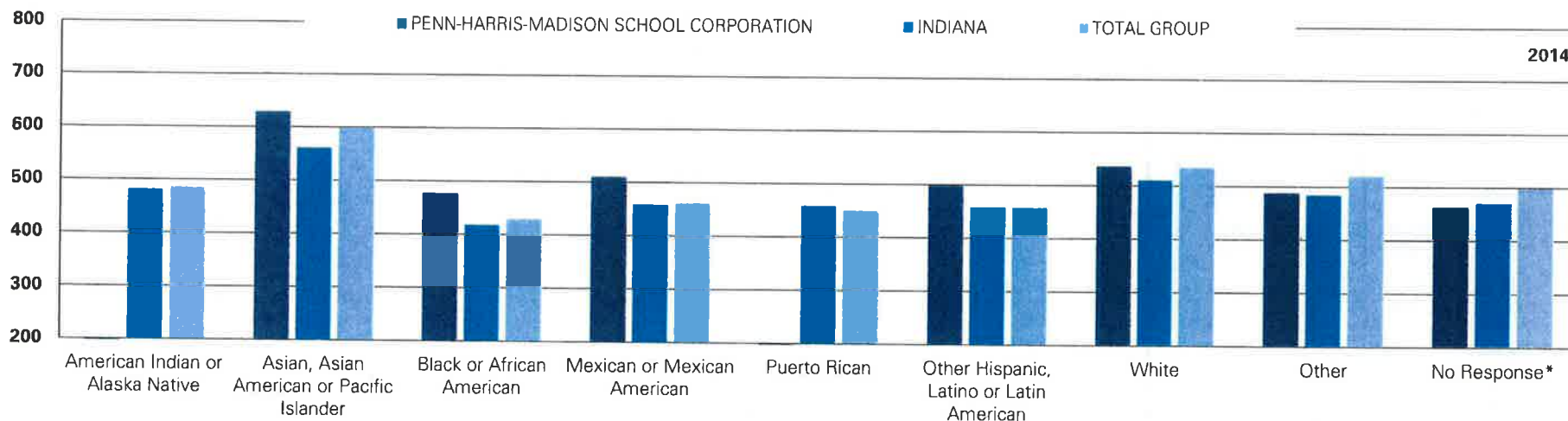
INDIANA

TOTAL GROUP

		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean		4	2	2	3	481	497	486	478	496	484	484	482	480	483
	N						173	188	180	200	171	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	524	563	542	583	597	520	506	507	511	511	519	517	518	521	523
	N	17	27	29	31	46	1,193	1,259	1,341	1,417	1,425	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	458	470	430	452	478	420	422	420	425	427	428	428	428	431	431
	N	20	12	25	15	33	4,035	4,169	4,209	4,219	4,147	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	538			474	508	454	453	448	451	456	454	451	448	449	450
	N	5	4	3	13	10	1,313	1,466	1,572	1,673	1,680	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean						477	466	458	472	470	454	452	452	456	456
	N		2	3	1	3	172	206	213	236	204	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	506	530	579	479	488	461	457	463	455	460	453	451	447	450	451
	N	5	5	10	10	5	680	737	776	904	948	115,835	127,017	136,602	141,884	151,223
White	Mean	517	513	517	517	521	502	503	504	504	507	528	528	527	527	529
	N	458	548	510	536	507	38,326	38,447	38,171	38,084	37,699	865,971	865,660	852,144	834,933	822,821
Other	Mean	550	492	583	481	500	487	487	486	489	494	498	493	491	492	493
	N	7	12	13	12	14	917	990	1,066	1,087	1,090	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	571	546	482		484	473	487	479	485	494	460	448	444	448	434
	N	7	18	6	4	5	823	805	599	656	478	58,509	61,148	57,413	62,603	65,588

*"No Response" indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire

SAT Takers: Mathematics Mean Scores by Race/Ethnicity



PENN-HARRIS-MADISON SCHOOL CORPORATION

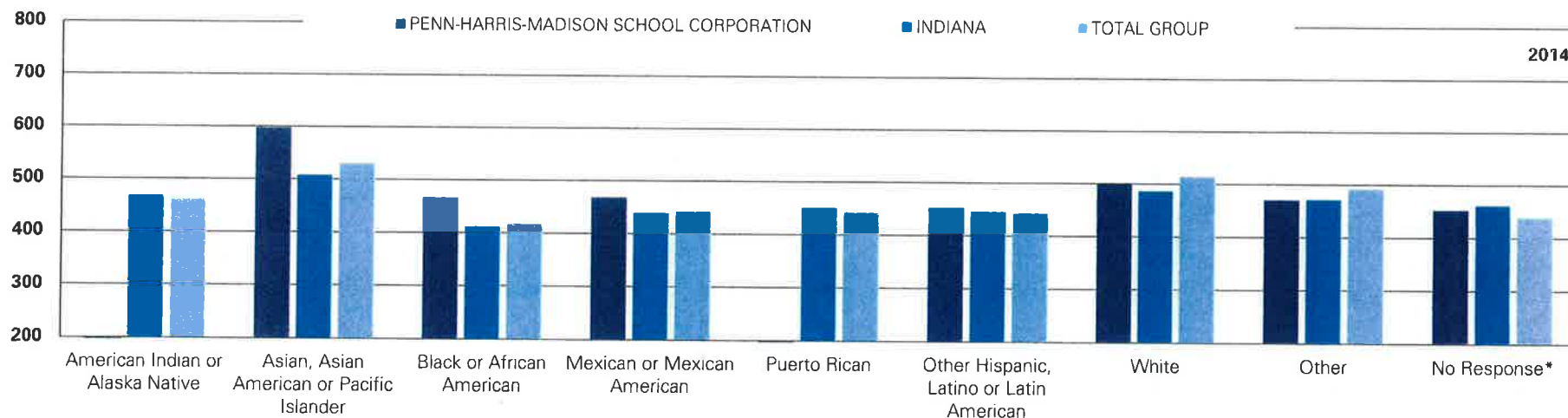
INDIANA

TOTAL GROUP

		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean						494	494	494	478	480	490	488	489	486	484
	N		4	2	2	3	173	188	180	200	171	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	620	641	586	630	629	585	570	561	564	561	593	595	595	597	598
	N	17	27	29	31	46	1,193	1,259	1,341	1,417	1,425	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	460	493	442	463	476	421	418	417	419	418	427	427	428	429	429
	N	20	12	25	15	33	4,035	4,169	4,209	4,219	4,147	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	548			509	510	466	458	456	456	458	466	466	465	464	461
	N	5	4	3	13	10	1,313	1,466	1,572	1,673	1,680	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean						464	466	457	462	458	452	452	452	453	450
	N		2	3	1	3	172	206	213	236	204	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	456	560	564	545	498	469	462	466	457	459	462	462	461	461	459
	N	5	5	10	10	5	680	737	776	904	948	115,835	127,017	136,602	141,884	151,223
White	Mean	546	539	543	534	536	513	511	512	511	511	536	535	536	534	534
	N	458	548	510	536	507	38,326	38,447	38,171	38,084	37,699	865,971	865,660	852,144	834,933	822,821
Other	Mean	574	540	601	517	488	485	482	485	484	484	517	517	516	519	520
	N	7	12	13	12	14	917	990	1,066	1,087	1,090	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	576	559	527		462	470	480	468	476	469	495	496	502	508	499
	N	7	18	6	4	5	823	805	599	656	478	58,509	61,148	57,413	62,603	55,588

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT Takers: Writing Mean Scores by Race/Ethnicity



PENN-HARRIS-MADISON SCHOOL CORPORATION

INDIANA

TOTAL GROUP

		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean						460	465	463	455	467	465	465	462	461	461
	N		4	2	2	3	173	188	180	200	171	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	512	539	522	574	597	513	499	504	505	508	526	528	528	527	530
	N	17	27	29	31	46	1,193	1,259	1,341	1,417	1,425	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	454	455	420	424	465	408	406	408	409	412	418	417	417	418	418
	N	20	12	25	15	33	4,035	4,169	4,209	4,219	4,147	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	514			469	468	441	438	436	438	439	447	445	443	442	443
	N	5	4	3	13	10	1,313	1,466	1,572	1,673	1,680	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean						464	450	444	455	451	443	442	442	445	443
	N		2	3	1	3	172	206	213	236	204	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	458	478	577	492	452	445	442	449	445	445	446	444	442	443	443
	N	5	5	10	10	5	680	737	776	904	948	115,835	127,017	136,602	141,884	151,223
White	Mean	492	490	494	493	500	484	484	486	487	486	516	516	515	515	513
	N	458	548	510	536	507	38,326	38,447	38,171	38,084	37,699	865,971	865,660	852,144	834,933	822,821
Other	Mean	543	483	568	488	470	470	468	470	471	471	494	492	491	490	491
	N	7	12	13	12	14	917	990	1,066	1,087	1,090	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	527	506	490		452	450	461	459	462	461	456	450	448	453	438
	N	7	18	6	4	5	823	805	599	656	478	58,509	61,148	57,413	62,603	55,588

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire



Current Year Score Summary (2014)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for

Data Updated Aug 15, 2014, Report Run Aug 27, 2014

Show :

Disciplines : All Disciplines

Penn High School (152347)

Total AP Students in Your School: **693**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	220	337	375	326	183	1,441
Percentage of Total Exams	15	23	26	23	13	100
Number of AP Students	136	231	278	260	164	
Subject Totals	5	4	3	2	1	Total Exams
Art History			6	9	25	40
Music Theory	1	1	2	4	7	15
Studio Art: 2-D Design Portfolio	1		1			2
Studio Art: Drawing Portfolio	1	1	8	1		11
English Language and Composition	22	54	51	40	5	172
English Literature and Composition	13	18	43	23	4	101
Comparative Government and Politics		3	6	9	9	27
Human Geography	27	36	33	15	17	128
Macroeconomics	8	25	16	15	5	69
Microeconomics	3	35	14	13	4	69
Psychology	21	40	14	17	23	115
United States Government and Politics	9	11	53	33	44	150
United States History	9	33	47	78	27	194
World History	1					1
Calculus AB	42	7	2			51
Calculus BC	26	3				29
Computer Science A	1					1
Statistics	14	16	16	17	7	70
Biology	4	16	39	25	1	85
Chemistry	4	10	7	4	1	26
Environmental Science	7	17	9	15	2	50
Physics C: Electricity and Magnetism	5	10	2	8	2	27
Spanish Language and Culture	1	1	6			8



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High School Based Dual Credit

Course	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Graphic Design III/IV/V/VI	43	31	15	25	18
Studio Art	22	24	12	18	14
Computer Programming II/III					
Introduction to Engineering Design	82	84	97	96	97
Principals of Engineering	22	27	32	26	46
Electricity/Electronics	31	12	14	14	20
Digital Electronics	10	8	0	15	0
Advanced Life Sciences	21	28	25	23	12
Agribusiness Management	22	19	0	23	26
Natural Resources	0	17	20	13	14
Landscape management	22	0	16	0	0
Civil Engineering and Architecture	31	26	22	30	30
Principals of Biomedical Science	0	0	0	29	101
Humon Body Systems	0	0	0	0	21
English 12	0	0	0	0	26
Total	306	276	253	312	425

ACP Participation

Course	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Cadet Teaching	55	49	54	57	55
Composition	13	18	17	63	104
Literature	14	17	16	59	97
Applied Calculus (M119)	87	87	77	79	110
Calculus I (M215)	75	104	105	115	107
Calculus II (M216)	15	27	34	41	37
U.S. History	0	61	86	141	244
Finance	0	0	0	0	48
Total	259	363	389	555	802

Summer School Credits

	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Session 1		258	646	343	256
Session 2		367	481	616*	846*
Total		625	1,127	959	1,102

* Includes Online Class Credits

INDIANA CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits Credits must include literature, composition and speech
Mathematics	4 credits 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

(Updated Dec., 2011)

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

2012 - 2013

Indiana Limited English Proficiency Assessment (ILEPA)/LAS Links

Penn-Harris-Madison Sch Corp

Report Year

[2013](#)

[2012](#)

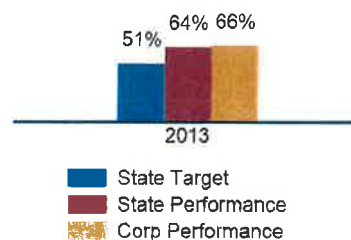
[2011](#)

[2010](#)

Corporation Summary Performance

Part I - Making Progress

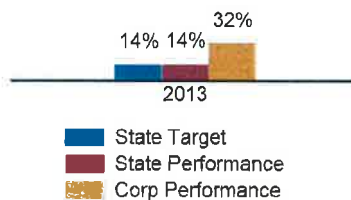
Percent of Limited English Proficient (LEP) students in Grades K-12 whose performance increased 12 or more scale score points from their most recent prior test to Spring 2013 on the ILEPA/LAS Links. *



YES

Part II - Attainment

Percent of LEP students who attained a Level 1-4 of English language proficiency on a prior ILEPA/LAS Links test and increased to an overall/composite Level 5, Fluent English Proficient, **and** at least a Level 4 in each language domain (listening, speaking, reading, and writing) in Spring 2013 ILEPA/LAS Links. *



YES

Part III - Adequate Yearly Progress (AYP)

School corporations receive an affirmative Spring 2013 AYP determination based on meeting the State's 2013 performance and participation targets for both ELA and Math.

Did the Corporation meet AYP for the LEP subgroup?

YES

Corporation Summary Performance

If any of the three components of the AMAOs (Making Progress, Attainment, or AYP) is not met, the Corporation has not met the AMAOs.

Did the Corporation meet the AMAO's?

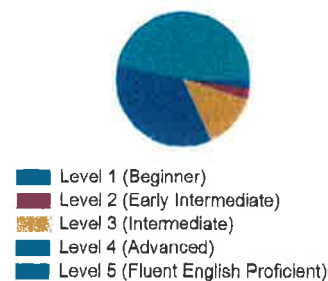
YES

Proficiency Level Summary

The Spring 2013 Proficiency Levels represent **all** students that participated in the 2013 administration of the LAS Links test.

Proficiency Level	Count	Percent
Level 1 (Beginner)	7	2%
Level 2 (Early Intermediate)	9	3%
Level 3 (Intermediate)	42	13%
Level 4 (Advanced)	113	35%
Level 5 (Fluent English Proficient)	150	47%

Spring 2013 Proficiency Levels



*Only students who had matched records (e.g. STN) from Spring 2013 to prior ILEPA/LAS Links test results were included.

ELEMENTARY Assessment Schedule - SY 2014-15

Revised 9/16/2014

Event	Dates	Details	KDG	GR 1	GR 2	GR 3	GR 4	GR 5	Contact
KDI	7/14 - 7/17	By appt during Elem summer school	Select						Carolyn Palonis
DIBELS Reading 3D	8/20 - 9/17	Beg of year Reading	ALL	ALL	ALL				Keely Twibell
SRI	8/20 - 9/17	Reading				ALL	ALL	ALL	Beth Raker
KDI	Beg of School Yr	Any K's not tested	Select						Carolyn Palonis
mCLASS: Math	9/10 - 10/8	Beg of year Math	ALL	ALL	ALL				Keely Twibell
Acuity – Readiness 1	9/29 - 10/17	ELA/Math Gr 3-5				ALL	ALL	ALL	Beth Raker & Carolyn Palonis
Performance Task - Math	11/17 - 11/21	K - 5 Math	ALL	ALL	ALL	ALL	ALL	ALL	
NWEA	12/1 - 12/18	HA Identification	ALL		ALL			ALL	Anne Marie Reininga
Acuity – Predictive B	12/3 - 12/16	Science Gr 4 and Social Studies Gr 5					ALL	ALL	Beth Raker & Carolyn Palonis
Acuity – Readiness 2	12/8 - 12/19 and 1/5 - 1/9	ELA/Math Gr 3-5				ALL	ALL	ALL	Beth Raker & Carolyn Palonis
CogAT	1/6 - 1/30	HA Identification	Select		Select			Select	Anne Marie Reininga
DIBELS: Reading 3D	1/7 - 2/4	Middle of year Reading	ALL	ALL	ALL				Keely Twibell
SRI	1/7 - 2/4	Reading				ALL	ALL	ALL	Beth Raker
ENL Exam	1/21 - 1/30	ENL Test is changing for 2015 - The state will provide details after June 2014	ENL Students	ENL Students	ENL Students	ENL Students	ENL Students	ENL Students	Judy Verhamme
ISTEP+ Stress Test	TBD	All Schools participate at the same time							Beth Raker/ Nancy Breidenbach
PE and Music Performance Tasks	1/14 - 5/1	PT's to be administered to all grades during 2nd semester		ALL	ALL	ALL	ALL	ALL	
mCLASS: Math	1/28 - 2/25	Middle of year Math	ALL	ALL	ALL				Keely Twibell
NAEP	TBD	HA Identification							IDOE NAEP
Performance Task - ELA	2/2 - 2/13	K - 5 ELA	ALL	ALL	ALL	ALL	ALL	ALL	
Acuity – Predictive C	2/2 - 2/20	Science Gr 4 and Social Studies Gr 5					ALL	ALL	Beth Raker & Carolyn Palonis
ISTEP+ Part 1 - paper/pencil	3/2 - 3/11	Applied Skills - Math - ELA Sc Gr 4 SS Gr 5				ALL	ALL	ALL	Carolyn Palonis
IREAD 3	3/16 - 3/18	Grade 3				ALL			Carolyn Palonis

ELEMENTARY Assessment Schedule - SY 2014-15

Revised 9/16/2014

Event	Dates	Details	KDG	GR 1	GR 2	GR 3	GR 4	GR 5	Contact
Acuity – Readiness 3	3/23 - 4/3 and 4/13 - 4/17	ELA/Math Gr 3-5				ALL	ALL	ALL	Beth Raker & Carolyn Palonis
NWEA	4/13 - 5/27	HA Identification	Select	Select	Select	Select	Select		Anne Marie Reininga
DIBELS: Reading 3D	4/15 - 5/13	End of year Reading	ALL	ALL	ALL				Keely Twibell
SRI	4/15 - 4/24 or 5/18 - 5/29	Reading				ALL	ALL	ALL	Beth Raker
5th Grade Math Placement for 6th Grade	4/20 - 4/24	5th Grade teachers administer and return tests to Sheryll Harper by 4/24 for scoring						ALL	Sheryll Harper
5th Grade LA Placement Checklist	Due 4/24	5th Grade teachers complete checklist on students and send to Sheryll Harper by 4/24						ALL	Sheryll Harper
ISTEP+ Stress Test	TBD	All Schools participate at the same time							Beth Raker
ISTEP+ Multiple Choice Practice Test	TBD	Multiple Choice Online Math - ELA Sc Gr 4 SS Gr 5				ALL	ALL	ALL	Carolyn Palonis
mCLASS: Math	4/22 - 5/20	End of year Math	ALL	ALL	ALL				Keely Twibell
ISTEP+ Part 2 - Paper/Pencil - Requires Prior approval	4/27 - 5/8	Multiple Choice and Gridded Response Items							
ISTEP+ Part 2 - Multiple Choice/Technology Enhanced - Online	4/27 - 5/15	Multiple Choice Online Math - ELA Sc Gr 4 SS Gr 5				ALL	ALL	ALL	Carolyn Palonis
KDI	5/11 - 5/29*	Incoming K only Subs provided *FYI - dates overlap ISTEP testing							Carolyn Palonis
IREAD 3 Summer	6/1 - 7/24	Retest				Select			Carolyn Palonis

Middle School Assessment Schedule SY- 2014-2015

Revised 9/16/2014

Event	Dates	Details	GR 6	GR 7	GR 8	Contact
SRI	8/20 - 9/17	Reading	ALL	ALL	ALL	Beth Raker
Acuity – Readiness 1	9/29 - 10/17	ELA/Math Gr 6 - 8	ALL	ALL	ALL	Beth Raker Carolyn Palonis
Acuity – Predictive B	12/3 - 12/16	Science Gr 6 Social St Gr 7	ALL	ALL		Beth Raker Carolyn Palonis
Acuity – Readiness 2	12/8 - 12/19 and 1/5 - 1/9	ELA/Math Gr 6 - 8	ALL	ALL	ALL	Beth Raker Carolyn Palonis
SRI	1/7 - 2/4	Reading	ALL	ALL	ALL	Beth Raker
NUMATS	1/24	Saturday test by invitation				Sheryll Harper
ISTEP+ Stress Test	TBD	TBD				Beth Raker/ Nancy Breidenbach
ENL Exam	2/19 - 2/27	ENL Test is changing for 2015 - The state will provide details after June 2014	ENL Students	ENL Students	ENL Students	Judy Verhamme
NAEP	TBD	TBD				IDOE NAEP
Acuity – Predictive C	2/2 - 2/20	Science Gr 6 Social St Gr 7	ALL	ALL		Beth Raker Carolyn Palonis
ISTEP+ Session 1	3/2 - 3/11	Applied Skills Math ELA Sc Gr 6 SS Gr 7	ALL	ALL	ALL	Carolyn Palonis
Acuity – Readiness 3	3/23 - 4/3 and 4/13 - 4/17	ELA/Math Gr 6 - 8	ALL	ALL	ALL	Beth Raker Carolyn Palonis
Performance Task	3/24 - 3/25	Science	ALL	ALL	ALL	
Performance Task	3/26 - 3/27	Social Studies	ALL	ALL	ALL	
SRI	4/15 - 4/24 or 5/18 - 5/29	Reading	ALL	ALL	ALL	Beth Raker
ISTEP+ Stress Test	TBD	All Schools participate at the same time	ALL	ALL	ALL	Beth Raker/ Nancy Breidenbach
ISTEP+ Multiple Choice Practice Test	TBD	Multiple Choice Online Math - ELA Sc Gr 6 SS Gr 7	ALL	ALL	ALL	Beth Raker/ Nancy Breidenbach
End of Course Assessment	4/21 - 4/22	English	ALL	ALL	ALL	
End of Course Assessment	4/23 - 4/24	Math	ALL	ALL	ALL	
ISTEP+ Multiple Choice Session 2	4/27 - 5/15	Multiple Choice Online Math - ELA Sc Gr 6 SS Gr 7	SELECT	SELECT	SELECT	Carolyn Palonis
Algebra I ISTEP+ECA	Temp Scheduled 5/19 - 5/22	Graduation requirement	All Algebra I Classes	All Algebra I Classes	All Algebra I Classes	David Hall & MS Math Content Leaders

Important Testing Dates 2014-2015

This is a partial list of test dates that may affect multiple groups of students during the school day.

All INFORMATION is subject to change.

Rev.8.25.14

- ❑ **ACT at Penn High School**
Sept. 13, 2014
Feb. 7, 2015
- ❑ **SAT at Penn High School**
Oct. 11, 2014
Dec. 6, 2014
March 14, 2015
- ❑ **October 15, 2014** **PSAT-NMSQT** at Penn High School 8:25 a.m.
\$14.00 registration fee for juniors. Deadline: Sept. 19, 2014.
All sophomores will take the exam with fees paid by the State.
ReadiStep at Penn High School 8:25 a.m. (Replaces the Explore Test)
All freshmen will take this exam
- ❑ **Nov. 3-17, 2014** **ACUITY for Algebra I / English 10**
Jan. 26-Feb. 9, 2015 Exact dates will be determined for students enrolled in Algebra 1
Mar. 23-Apr. 10 2015 and English 10. These assessments will be online & given during class.
- ❑ **Jan. 27 – Mar. 27, 2015** **Accuplacer**
- ❑ **March 17, 2015** **The ACT Plus Writing**
To be administered during the school day 8:25 – 1:15

GRADUATION EXAMS (ISTEP+ECA) Retest

- ❑ **December 8-19, 2014** End of Course Assessment Retest window for Algebra 1, English 10
These exams will be online.
- ❑ **Feb. 9-20, 2015** **LAS Links for ENL students**

GRADUATION EXAMS (ISTEP+ECA)

- ❑ **April 13-May 7, 2015** **Early Summer School for ECA Testing**
- ❑ **April 21-30, 2015** **Biology 1 End of Course Assessment (online in the WC)**
May 5-14, 2015 **Algebra 1 End of Course Assessment (Graduation Exam - Online)**
May 19-22, 2015 **English 10 End of Course Assessment (Graduation Exam – Online)**
- ❑ **May 4-15, 2015** **Advanced Placement Exams—specific dates & times for each course’s exam are established by the College Board**
- ❑ **June 18-July 30, 2015** **Summer ECA window for students enrolled in Algebra 1 and/or English 10**

Items in red are subject to change