

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Charter Oak Primary School (As it should appear in the official records)

School Mailing Address 5221 Timberedge Drive (If address is P.O. Box, also include street address)

Peoria Illinois 61615-3244 City State Zip Code+4 (9 digits total)

Tel. (309) 693-4433 Fax (309) 693-8701

Website/URL www.psd150.org/charteroak Email THOM.SIMPSON@psd150.org

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 March 31, 2003

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

Name of Superintendent Dr. Kay Royster (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Peoria School District 150 Tel. (309) 672-6768

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 March 31, 2003

Name of School Board President/Chairperson Mr. Garrie R. Allen (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date March 31, 2003

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:        16   Elementary schools  
      13   Middle schools  
    \_\_\_\_\_ Junior high schools  
       4   High schools  
    \_\_\_\_\_  
      33   TOTAL
2. District Per Pupil Expenditure:        \$ 4,939    
 Average State Per Pupil Expenditure:   \$ 4,667

**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.   10   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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	47	34	<b>81</b>	<b>7</b>			
<b>1</b>	45	43	<b>88</b>	<b>8</b>			
<b>2</b>	31	38	<b>69</b>	<b>9</b>			
<b>3</b>	38	38	<b>76</b>	<b>10</b>			
<b>4</b>	42	49	<b>91</b>	<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>405</b>

6. Racial/ethnic composition of the students in the school:
- |       |                                  |
|-------|----------------------------------|
| 51%   | White                            |
| 39%   | Black or African American        |
| 3%    | Hispanic or Latino               |
| 7%    | Asian/Pacific Islander           |
| _____ | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 18.9%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	39
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	73
<b>(4)</b>	Total number of students in the school as of October 1	385
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.189
<b>(6)</b>	Amount in row (5) multiplied by 100	18.9

8. Limited English Proficient students in the school:  $\frac{.2\%}{1}$  Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Arabic

9. Students eligible for free/reduced-priced meals:  $\frac{41\%}{166}$  Total Number Students Who Qualify

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

10. Students receiving special education services:  $\frac{19\%}{77}$  Total Number of Students Served

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

<u>  1  </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  1  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u> 32  </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u> 40  </u> Speech or Language Impairment
<u>  3  </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>      </u>
Classroom teachers	<u> 22  </u>	<u>      </u>
Special resource teachers/specialists	<u>  3  </u>	<u>  3  </u>
Paraprofessionals	<u>  1  </u>	<u>      </u>
Support staff	<u>  3  </u>	<u>  5  </u>
Total number	<u> 30  </u>	<u>  8  </u>

12. Student-“classroom teacher” ratio:  18-1 

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.1%	96%	96.1%	95.7%	95.5%
Daily teacher attendance	98%	98.5%	97.2%	98%	97%
Teacher turnover rate	15%	18%	12%	4%	13%
Student dropout rate					
Student drop-off rate					

### **PART III - SUMMARY**

Charter Oak Primary School, located in Peoria, Illinois, is a Kindergarten through fourth grade school. Charter Oak is one of 33 schools in the District 150 Peoria Public Schools system. The mission of the school is “Charter Oak School...dedicated to providing a solid foundation for life-long educational and social success to a diverse population of learners.” Building a solid educational foundation for life-long learning and helping students to learn and practice appropriate social and behavioral skills are the primary goals of the staff.

Charter Oak is located in a residential area on the outskirts of the city. The area is experiencing both residential and commercial growth. Most of the students are bused to school from nearby subdivisions, some of which are low-income areas and some are upper middle class areas. One bus brings students from a housing project located in the inner city.

The current enrollment of Charter Oak is 405 students. The student population is very diverse both racially and economically. The student body is 51 percent White, 39 percent Black, 3 percent Hispanic, and 7 percent Asian/Pacific Islander. Forty-one (41) percent of the student population is low income.

The school has a strong Parent-Teacher Club (PTC) that meets monthly and provides regular activities for both students and families, i.e., Ice Cream Social, Book Fair, Student Showcase Night, School Carnival, etc., throughout the year. Since the school does not receive Title I funding, the PTC provides additional funds for educational materials, Accelerator Reader books, technology, and equipment that is used to supplement the district budget.

The teaching staff is highly qualified, with most teachers having their Masters degree plus additional courses. There is little turnover in the teaching staff. There is an active teacher support team (S-team), comprised of teachers and support staff in the building who provide teachers and parents with ideas and suggested strategies to use with students who are not progressing in the classroom due to academic and/or behavioral problems. There is a reading coach who provides diagnostic assistance and staff development to teachers in reading. There is a speech pathologist who provides diagnostic and direct therapy for students with speech and language concerns. Volunteer tutors provide individualized help to students needing academic support.

Students with disabilities are fully included in the regular education program. A regular and special education teacher are paired at each grade level to team teach and to meet the IEP goals of students with disabilities in an inclusion classroom. Flexible grouping is used to provide identified gifted students with enrichment activities to promote higher order thinking and learning opportunities. Our teachers successfully accommodate students with a wide range of academic achievement levels.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

Since there is no “mean” score for the state’s Illinois Standards Achievement Test (ISAT), multiple analyses of variance (MANOVA) were performed with respect to comparing the disaggregated subgroup data of the students at Charter Oak Primary School to the subgroup data of both the district and the state as a whole in both reading and math over the past 3 years. Results of the MANOVA indicated that the students in the disaggregated subgroups at Charter Oak achieved significantly higher than did students from either the district or the state at the .05 level of significance. More of our students met or exceeded state standards than did students at the district or state in reading and math. Fewer of our students failed to meet state standards than did students at the district or state in reading and math. Increases in the number of students performing at the exceed level were significantly higher than students in the district and statewide. Charter Oak students were more likely to move into the “exceeds” category than students district and statewide. (See school, subgroup and state assessment data recorded on the “State Criterion-Referenced Tests” tables at the end of this application.)

An analysis of variance (ANOVA) was performed to determine if the ISAT scores of all students at Charter Oak Primary School improved significantly from year to year over the past 3 years in comparison to the scores of all students of both the district and the state. The results of the analysis indicated that every year our test scores continued to significantly improve over the 3 year period at the .05 level of significance. Over the past 3 years, students who met or exceeded state standards in reading and math continued to achieve at a higher level than the previous year at a statistically significant level.

Analysis of the 2000 through 2002 ISAT data indicates that improved achievement in reading has been made. The percentage of Charter Oak students meeting or exceeding state standards in reading has increased from 71% in 2000 to 86% in 2002 as measured by the ISAT, while those not meeting state standards has decreased from 30% in 2000 to 14% in 2002.

Analysis of the 2000 through 2002 ISAT data indicates that improved achievement in math has been made. The percentage of Charter Oak students meeting or exceeding state standards in math has increased from 82% in 2000 to 96% in 2002 as measured by the ISAT, while those not meeting state standards has decreased from 18% in 2000 to 4% in 2002.

1. The Illinois Standards Achievement Test (ISAT) is used to determine how students throughout the state are progressing toward the achievement of the Illinois Learning Standards. The ISAT is the primary test used to assess achievement of students at Charter Oak Primary School. This assessment data is carefully and thoroughly analyzed and compared to previous years’ ISAT data by our school’s School Improvement Team, which consists of teachers, a parent, and the principal, to determine what subject (reading, math, etc.) and their associated components are showing improvement or lack of improvement. Subgroup data is also analyzed by subject and their associated components to determine how each subgroup is progressing toward meeting and/or exceeded state standards. The data is graphed to better visualize trends.

The analyzed data is shared with the entire faculty. Subject areas and their components that are not showing improvement are noted and a discussion occurs to determine what factors might account for the change and what instructional strategies, materials, and/or staff development activities need to be defined and implemented, bought, or put into place in order to improve student achievement. Specific interventions, instructional strategies, instructional materials, and/or staff development activities that are warranted and within our control are discussed and written as goals of our proposed School Improvement Plan for the current or following year, depending upon when the test results are obtained.

2. Student performance is reported to the public in the form of a School Report Card. The Illinois State Board of Education (ISBE) provides a School Report Card every school district in Illinois. The School Report Card provides budgetary, teacher, attendance, class size, student demographic, and ISAT achievement test data for the particular grade level at which the test was administered. The student achievement data is reported by school, district, and state so that one is able to compare how the students

at our school did in comparison to other students in the district and the state at that particular grade level. The School Report Card for every school district is put on the ISBE website, where anyone can access the assessment data. The School Report Cards for each school within our district can be accessed from the District 150's website as well as from our school's website. Results of the ISAT assessment data are reported to parents through the Principal's Newsletter. The data and trends are shared with parents through the Newsletter. When the ISAT data is obtained before Back-to-School Night, a summary of the ISAT data is presented to parents.

In addition to the School Report Card, the parents of each student who took the ISAT receive an individual results report for their student. The report indicates how their student did on each of the tests. Specific scores are provided to parents so that they know whether their student met/exceeded or failed to meet state standards. Parents are able to share this data with their student. Teachers and the Principal share general grade level data with students and celebrate successes and improvements.

The School Report Cards are published in the local paper and distributed throughout the community. The ISAT assessment scores for every school are listed in a Sunday edition of the Peoria Journal Star newspaper after they have been reported to the school board. Any parent or community member can request and be given a printed copy of the School Report Card.

3. The mere nomination of Charter Oak Primary School as a No Child Left Behind Blue Ribbon School has created widespread local publicity. The local regional schools nominated by the ISBE have been printed in the local paper. In addition, our school was featured in last month's "Peoria A+," which is a news publication of the Peoria Public Schools that is inserted into every Peoria Journal Star newspaper one day each month. The article highlighted not only the honor of our nomination, but also the reasons for the nomination and some of the sound instructional practices occurring at our school.

The faculty and staff have had preliminary discussions and will have further ones defining exactly what it is that accounts for the increased student achievement. We plan to put together a presentation of the instructional strategies and practices that are being used and to share them with other schools and professional organizations/associations as requested. We will apply to present at educational conferences to share our successes. We plan to be prepared for requested presentations if we are honored to be selected as a No Child Left Behind Blue Ribbon School. We will also share our successes through inviting others to visit our school and observe what we are doing. We will be prepared to go out as well as to open our doors to other schools wanting to know how to improve their own student achievement. Our district's public relations department has and will continue to work closely with us to promote our successes.

## **PART V – CURRICULUM AND INSTRUCTION**

1. Charter Oak Primary School offers a comprehensive language arts instructional program that is aligned with the Illinois Learning Standards. The core curriculum objectives, guides, and instructional materials are determined by the district at large and implemented at the building level based upon the needs of our students. The language arts curriculum integrates phonemic awareness, phonics instruction, reading instruction, writing instruction, and spelling. Language arts instruction is provided using the four block organizational framework in most classrooms. The particular reading series used is the Harcourt Brace Signatures series, which is an integrated language arts program. Systematic phonemic awareness instruction is provided along with explicit phonic instruction utilizing the SRA Open Court Series in Kindergarten through third grade. In addition to the materials above, classroom teachers utilize other materials, including Barnell/Loft, Rigby, Steck Vaughn, and Passageways instructional materials.

Writing instruction is integrated with reading instruction. A school-wide developmental writing process has been implemented which identifies the specific writing skills to be taught at each grade level. Stack-the-Deck instructional writing strategies are used to develop writing skills at all grade levels.

The math curriculum objectives are aligned with the Illinois Learning Standards and organized on a quarterly plan for instructional purposes. Addison Wesley publishes the math series used. The primary driving force behind math instruction is the ongoing PRIME Math Project that utilizes Investigations math series. PRIME is a federally funded partnership between District 150 and Illinois State University in its third year of implementation. Additional math materials utilized in the classrooms include Math Their Way, Everyday Math, Fun Facts, Daily Oral Math, and other teacher sourced materials.

The science and social studies curriculum objectives are also aligned with Illinois Learning Standards. The McMillan/McGraw Co publishes the science and social studies instructional materials that are used. Cross-curricular connections are made with the Signatures Language Arts series. Teachers supplement the science and social studies texts with Weekly Readers, library sourced resources, and others. All students receive an additional science class that provides strictly hands-on experiments each week from a part-time science teacher.

Flexible grouping is used to meet the varied needs of our students. Gifted units are offered to enrich students identified as gifted at each grade level. Individualized instruction is provided to students who need additional interventions through the use of peer tutoring, trained adult volunteer tutoring, and regrouping activities. Technology is employed using the Lightspan, Starfall.com, and numerous other programs. A technology/computers period is offered weekly for grades K-4. An after-school reading program is offered for the 2<sup>nd</sup> through 4<sup>th</sup> grades.

A locally developed assessment program (PASS) is used at benchmark grade levels to assess state learning standards in reading, math, writing, science, and social science. Analysis of this assessment data is used to make instructional decisions for flexible grouping and individualized instruction.

2. The Charter Oak reading curriculum is based on classroom instruction around the five elements of a scientifically based reading program – phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading curriculum objectives are aligned to state learning standards and are explicitly taught.

The language arts series used is the Harcourt Brace Signature language arts series, which integrates reading, writing, spelling, and language. The series is supplemented with phonemic awareness, the SRA Open Court Phonics program, Building Blocks, Four Blocks, Accelerated Reader, and Lightspan software. Teachers implement vocabulary development, skills lessons, guided practice, independent reading with leveled books, and literature, as well as hands-on activities to develop strong reading skills. Practice at home and parental involvement is a vital part of the reading program. Students who require additional support participate in an extended-day reading program and/or individualized volunteer

tutoring. There is a reading coach who provides diagnostic support, training for volunteer tutors, and staff development in reading.

The Harcourt Brace Signature Series is used district-wide. It was selected because it encompassed reading, writing, spelling and language. It allows teachers to teach language arts around common themes. Research at the time of the reading series adoption indicated that students learned from an integrated approach because students can see the application of their learning to reading and writing.

3. The Charter Oak math curriculum is based on classroom instruction using objectives that are aligned with the state standards and research based methods that have been learned by the teachers through participation in the district's PRIME Project, which is a federally funded math program in its third and final year. The Addison Wesley math series is used in conjunction with problem-solving PRIME strategies as designed by the Investigations math series. Essential skills are addressed through presenting quality tasks, teacher-facilitated questioning, and modeling. Students are provided the essential skills, i.e., number sense, geometry, measurement, etc. and knowledge they need to function at higher levels.

The staff utilizes three basic components – extended questioning techniques, activity-based tasks, and active student engagement. Teachers promote higher order thinking and address different learning styles through the use of extended questioning. They promote active student engagement through the use of cooperative groups, manipulative objects, time tests, and real life experiences with such things as money, time and measurement. Small group activities, used to promote cooperative learning and social interaction, are as important as individual work. Students are engaged in problem solving and encouraged to verbalize and share their different strategies and solutions. The extensive use of real-life problem solving situations for life-long applications is directly related to our school's mission statement.

4. The following are different instructional methods used by our school to improve student learning. In reading, phonemic awareness is used to develop children's knowledge of sounds, rhyme, blends, letters and words. Explicit phonics instruction is used to promote word attack skills. Timed reading is used to increase fluency. Guided reading, partner reading, and self-selected reading are used to meet individual needs and promote optimal growth in reading. Graphic organizers are used to increase students' thinking ability and over-all use of language.

Mathematical investigations are used to engage students and to increase the comprehension of math concepts. Hands on methods are used for math instruction that encourage children to work at their own developmental pace and increase their level of thinking.

Other instructional methods used across subjects include questioning skills that are used to promote higher thinking processes. Teaching methods that provide for visual, auditory, and tactile input are used to address the various learning styles of our students. Authentic assessments, as well as traditional and standardized assessments, are used to measure student progress. Instruction is integrated across the curriculum so that students can make connections.

5. The professional development program at Charter Oak is aligned with Illinois State requirements for improving student achievement and is determined by the analysis of data from the state test, the Illinois Standards Achievement Test (ISAT). Data from the ISAT is disaggregated and analyzed by subgroup. The data analysis data is used to develop our School Improvement Plan (SIP), which outlines staff development activities centered on identified areas of needed improvement. District staff developers, outside consultants, and our own teachers and reading coach, provide staff development.

Targeted staff development activities of recent years have focused on geometry, measurement, basic facts,

and open-ended response problems in math; word attack skills and vocabulary in reading; and the element of support in writing. The impact of staff targeted development in these areas has had the effect of increasing ISAT scores. This year's staff development activities are being concentrated on comprehension and making inferences in reading; the elements of focus and support in writing; and measurement in math.

Within each of the three content areas mentioned above, there are a variety of activities to address the various goals. Grade level expectations are designed within each area to build solid, sequential cognitive development in reading, math and writing.

**STATE CRITERION-REFERENCED TESTS**

**Data Table for Reading**

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	April	March	February		
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Meets Standards	50%	46%	45%		
Exceeds Standards	36%	27%	26%		
Number of students tested	86	79	74		
Percent of total students tested	91%	100%	100%		
Number of students excluded	7	0	0		
Percent of students excluded	9%	0%	0%		
<b>SUBGROUP SCORES</b>					
1. Female					
Meets Standards	53%	49%	35%		
Exceeds Standards	36%	23%	25%		
2. Male					
Meets Standards	46%	43%	50%		
Exceeds Standards	37%	30%	26%		
3. Black					
Meets Standards	50%	46%	41%		
Exceeds Standards	20%	12%	14%		
4. White					
Meets Standards	50%	43%	47%		
Exceeds Standards	46%	33%	29%		
5. Low Income					
Meets Standards	59%	50%	46%		
Exceeds Standards	24%	5%	11%		
6. Non Low Income					
Meets Standards	30%	39%	40%		
Exceeds Standards	67%	54%	49%		
7. Disabled					
Meets Standards	56%	22%	75%		
Exceeds Standards	13%	6%	0%		
8. Non Disabled					
Meets Standards	49%	52%	43%		
Exceeds Standards	41%	33%	27%		
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Meets Standards	44%	43%	41%		
Exceeds Standards	19%	19%	21%		

**Data Table for Math**

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	April	March	February		
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Meets Standards	31%	48%	50%		
Exceeds Standards	63%	43%	32%		
Number of students tested	86	79	74		
Percent of total students tested	91%	100%	100%		
Number of students excluded	7	0	0		
Percent of students excluded	9%	0%	0%		
<b>SUBGROUP SCORES</b>					
<b>1. Female</b>					
Meets Standards	24%	54%	50%		
Exceeds Standards	69%	37%	30%		
<b>2. Male</b>					
Meets Standards	39%	43%	50%		
Exceeds Standards	56%	48%	35%		
<b>3. Black</b>					
Meets Standards	40%	69%	58%		
Exceeds Standards	43%	12%	19%		
<b>4. White</b>					
Meets Standards	26%	39%	48%		
Exceeds Standards	74%	57%	36%		
<b>5. Low Income</b>					
Meets Standards	34%	73%	61%		
Exceeds Standards	55%	14%	11%		
<b>6. Non Low Income</b>					
Meets Standards	30%	39%	40%		
Exceeds Standards	67%	54%	49%		
<b>7. Disabled</b>					
Meets Standards	63%	56%	75%		
Exceeds Standards	25%	17%	0%		
<b>8. Non Disabled</b>					
Meets Standards	24%	46%	49%		
Exceeds Standards	71%	51%	34%		
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Meets Standards	44%	46%	46%		
Exceeds Standards	30%	28%	23%		