U.S. Department of Education **November 2002**

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

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

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

School Mailing Address 501 Maywood Avenue
(If address is P.O. Box, also include street address)

Pekin	Illinois	61554-3016
City	State	Zip Code+4 (9 digits total)

Tel. (309) 477-4711 Fax (309) 347-7436

Website/URL http://www.pekin.net/pekin108/dirksen/index.html Email cbowen@pekin.net

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.

_____ Date March 28, 2003
(Principal's Signature)

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

Name of Superintendent Mr. Perry D. Soldwedel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pekin Public Schools District # 108 Tel. (309) 477-4700

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.

_____ Date March 28, 2003
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Chris Zimmerman
(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.

_____ Date March 28, 2003
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
   7 Elementary schools
   2 Middle schools
   2 Junior high schools
   _____ High schools
   11 TOTAL

2. District Per Pupil Expenditure: $6356

   Average State Per Pupil Expenditure: $7926

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
   [x] Small city or town in a rural area
   [ ] Rural

4. 14 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
K	30	18	**48**		**7**			
1	21	22	**43**		**8**			
2	22	26	**48**		**9**			
3	19	18	**37**		**10**			
4					**11**			
5					**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					176

6. Racial/ethnic composition of the students in the school:

99.0 % White
1.0 % Black or African American
_____ % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 14.8%

(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.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	173
(5)	Subtotal in row (3) divided by total in row (4)	.156
(6)	Amount in row (5) multiplied by 100	15.6

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 47.7 %

84 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: 13 %
23 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	5 Other Health Impaired
____Deaf-Blindness	7 Specific Learning Disability
____Hearing Impairment	8 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness
	3 Emotional Disturbance

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	_____
Classroom teachers	9	_____
Special resource teachers/specialists	9	_____
Paraprofessionals	2	_____
Support staff	2	_____
Total number	23	_____

12. Student-"classroom teacher" ratio: 18.8:1
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	95%	94%	95%	95%	96%
Daily teacher attendance	94%	95%	95%	94%	93%
Teacher turnover rate	0%	0%	4%	0%	0%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Dirksen Primary School, located in Pekin, Illinois, is a learning opportunity school characterized by excellence in teaching and quality learning experiences. Dirksen School's mission is to provide a nurturing and collaborative learning environment that enables all learners to be successful. Its vision is to be a school devoted to children; faculty/staff and parents collaborate to promote, honor, and celebrate the success of each child. We believe that the future starts here for all children. Thus, each day begins with a morning ceremony to honor our country with the Pledge of Allegiance, to celebrate the beauty of life with recognition of birthdays, to honor children for their talents and accomplishments, and to sing a song about our country or child experiences. Our school's successes are realized through an on-going school improvement process, a standards-based curriculum, student accountability, differentiated instruction/support services, and on-going professional development.

School improvement is enhanced by a summer, back to school retreat that allows our planning teams (communities) to address children's needs, to plan and implement curricular activities, and to foster the Dirksen "I Care" spirit throughout the school. School Improvement is supported monthly through the planning efforts of the PDSA (Plan, Do, Study, Act) School Improvement Team. The team assists faculty/staff in integrating both theory and practice to create a more effective, data-driven approach to show and sustain continuous improvement. Periodic quality assurance evidence collection and presentations confirm compliance with district and state standards.

A standards-based curriculum aligned with state objectives in the areas of language arts, mathematics, and writing provides us the opportunity to identify instructional targets and to focus planning by teachers in each community on continuous improvement. An emphasis is placed on the areas of listening, speaking, writing, thinking, and hands-on problem solving. Each child is registered in a homeroom but also participates in planned activities with children of different ages/grades for reading and mathematics activities and other thematic activities such as Cinco de Mayo day.

Student accountability is supported through the use of a variety of quality tools and collection of student samples. Through the use of "I Can Do It" reporting forms, our students and families are better informed about student continuous improvement without the use of grades. Student accountability is supported by students' understanding of our "I Care" behavior expectations that encourage students to listen to each other, to use their hands for helping and not hurting, to use appropriate language, to be sensitive to others' feelings, and to take responsibility for their words and actions. Such expectations are modeled daily by all school staff.

Differentiated instruction is accomplished through the support services that enhance our learning climate. Our school is resourceful and takes full advantage of supplemental instructional services that include Title I/Reading Recovery (reading intervention), learning center (multi-media), Connections (gifted/enrichment), physical education, music, special education, breakfast/lunch program, and latch-key. Each area of the curriculum is important and contributes to the total development of the child; therefore, teachers experiment with a variety of instructional delivery methods and strategies that encourage dramatizations of famous people and/or themes such as explorers, African-American leaders, United States Presidents, and energy conservation.

Professional development for many of our teachers consists of mentoring for a full year with Illinois State University interns (Professional Development School Program) to explore innovative teaching of best practices. This relationship enhances understanding and implementation of problem-based learning, technology rich learning environments, and collaborative instructional strategies. The teacher and the student intern participate as a team to plan for and to discuss successful results regarding best practice strategies with teams of other schools. Our teachers receive on-site training from our learning center teacher on differentiated learning, researching, authoring, publishing, and integrating technology with classroom instruction. The Malcolm Baldrige improvement model of leadership, planning, student/family focus, information/analysis, faculty/staff focus, process management, and performance results guides our efforts in continuous improvement in school and student performance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT DATA NARRATIVE

This analysis of achievement compares the performances of third grade students across three years' data from the Illinois Standards Achievement Test (ISAT) in reading and mathematics. The analysis begins with ISAT's first non-pilot year in 1999-2000 and concludes with the most recent year for which data are available, 2001-2002. During that time, 100% of Dirksen third graders took ISAT, and Dirksen's performance improved at a rate that far outpaced Illinois as a whole. In addition, the achievement gap between the reported subpopulations within Dirksen decreased dramatically.

Considering all third graders who met or exceeded state expectations, Dirksen third grade students improved their mastery of both reading and mathematics at a much faster pace than third graders in the state as a whole. The percentage of Dirksen students meeting or exceeding state expectations in reading grew from 77% to 95% across the three years. During that same period, Illinois performance remained static at about 62%-63% of third graders meeting or exceeding state expectations. Thus, Dirksen's third graders' performance started out 15 percentage points above Illinois as a whole and grew to 32 percentage points above the state.

Likewise, Dirksen greatly improved mathematics achievement while the state achievement results declined. The percentage of Dirksen students meeting or exceeding state expectations in mathematics grew from 77% to 92%. Concurrently, the related proportion of all Illinois third graders declined from 69% to 63%. As a result, Dirksen's third graders' performance started out 8 percentage points above Illinois as a whole and grew to 29 percentage points above the state

At the same time, the achievement gap narrowed between Dirksen's low income and non-low income students in reading. The percentage of low income third graders meeting or exceeding state expectations grew from 64% to 93% across. Dirksen's non-low income subpopulation increased from 86% to 95%. While the achievement level of Dirksen's non-low income subpopulation remained higher, the gap narrowed from 22% to 2% across the three years.

The mathematics achievement gap also narrowed. The percent of low income third graders meeting or exceeding state expectations grew from 64% to 84%. Dirksen's non-low income subpopulation improved from 87% to 95%. While the achievement level of Dirksen's non-low income subpopulation remained higher, the gap narrowed from 23 percentage points to 9 percentage points across the three years.

Rationale for analyzing these scores and groups. ISAT is administered in grades 3, 5, and 8, and so only third grade scores are reported for Dirksen. The Illinois State Board of Education evaluates student performance by the use of cut-scores to separate achievement into four categories: Academic Warning, Below Expectations, Meets Expectations, and Exceeds Expectations. The analyses above combine the Meets and Exceeds proportions to describe student performance. The Dirksen/Illinois comparison examines the performance of this relatively high poverty school with the performance of all third graders in Illinois. The low income/non-low income comparison examines an achievement gap between those groups.

Neither special education nor ethnicity is analyzed separately because the size of neither group reaches a level that Illinois State Board of Education reports disaggregated data for NCLB. It is important to note, however, that Dirksen's data include the performance of all third grade students, regardless of disability or ethnicity. Also, in some years the state-reported data did not disaggregate by family income. For those years, district staff manually disaggregated student results.

2. USE OF ASSESSMENT DATA TO UNDERSTAND AND IMPROVE STUDENT AND SCHOOL PERFORMANCE:

Dirksen participates in a district-wide initiative (SAI—Standards, Assessment, Instruction) for continuous improvement in student achievement. The SAI model relies heavily upon classroom research studies that have identified "Instructional Best Practices" in each subject area. In each classroom, the desired results are posted as "I Can Do It" charts to remind teachers and students of learner outcomes. Additionally, the SAI model was developed within our school to inform teachers regarding instruction

and to improve student and school performance. This process develops in three cycles: fall, winter, and spring. Each cycle contains a look at specific learning objectives (aligned closely with state standards), various assessments (daily assignments, tests, quizzes, projects, essays, and projects), and much instruction. Each cycle begins with a formative pretest that shows what each student already knows about the objectives; it also helps students and teachers to identify where to invest their time and effort. Teachers use the data to develop daily plans and to determine the type and quantity of instruction that is appropriate. Each cycle ends with an "I Can Do It" report that shows what students have achieved; this report is completed by the student and teacher and shared with parents during student led conferences at three reporting times (two of which are face to face conferences). The "I Can Do It" assessment helps students to organize, store, and recall what they have learned. Student portfolios provide evidence of continuous improvement. Five school improvement release planning half days and seven (within the school day) grade level planning days enhance open and effective communication through a careful scrutiny of student progress and continuous identification of instructional targets. This on-going communication assures that everyone has an awareness of what is expected at each grade level; more significantly, all teachers have an awareness of expectations not only at the grade level they teach but also at the other grade levels. Our school's Professional Development Partnership with Illinois State University provides opportunities for on-going reflective discussions regarding best practice instruction, informative data gathering, and performance assessments.

3. COMMUNICATING STUDENT PERFORMANCE TO STUDENTS, PARENTS, AND THE COMMUNITY:

A district goal is to continuously strengthen relationships among stakeholders. Our school is committed to strengthening such relationships through effective communication with students, parents, and the community. Students record and assess their own progress using quality tools that include flow charts, bar/line graphs, pareto diagrams, fishbone charts, plus/delta charts, and checklists. Student performance is communicated weekly to parents through work sample/student quality folders, at student-led parent conferences in November and March, as needed through electronic e-mail communications, by phone call messages provided through the classroom teacher phone system, through classroom/school newsletters, and through school and district websites. Parents serve in leadership roles to support good communication; examples would include participation on the School Instructional Leadership Team, PTA Leadership Team, and other school volunteer activities. Our school has established school-business partnerships to bring members of the community into our school to serve as ambassadors for sharing our good results with those who they represent. Our fall and spring Open Houses allow us to fully communicate with the whole community our performance through an open invitation for all to participate. Our parent coordinator regularly communicates with parents through school newsletters; the coordinator updates our Parent Resource Center with school happenings and parenting tips.

4. SHARING SCHOOL SUCCESSES WITH OTHER SCHOOLS:

Our school district was the fortunate recipient of a USDE Technology Award that enhanced our technology resources and professional development over the last six years. Thus, we have plans and the means to share our successes on our website using streaming audio and video. Our successes will be shared also through invitations to other schools to visit us and see us in action; thus, we have designated one day each week for site visits. Our planning team has developed a brochure to distribute that identifies provides "blue-ribbon" characteristics of our school. We will revise it to include explanations of our successes— examples of excellence in teaching/quality learning, details regarding a standards-based curriculum, student accountability activities, differentiated instruction/support services, professional development school plans and activities, and school improvement plans and activities. Our affiliation with the Illinois Learning Partnership through Illinois State University affords many opportunities to share our successes with four other universities and 100 school districts across the state. Our district's participation with the Consortia for Educational Change allows us to communicate our successes with 59 school districts in the Chicago area. Our teachers have been invited to participate at a variety of conferences such as the Koalaty Kid Conference where more opportunities exist for communicating our school's successes.

PART V - CURRICULUM AND INSTRUCTION

1. SCHOOL'S CURRICULUM:

Dirksen School's curriculum can be characterized as one with engaged learning experiences that are based upon cognitive research, discovery, and problem solving with full alignment to state learning standards. This emphasis on alignment has led to the continuing commitment to the district initiative called SAI (Standards, Assessment, and Instruction).

The grade level objectives, based upon the Illinois Goals for Learning, set the standard for District 108 students. These objectives are the "S" in SAI, and they tell us where we are going with the curriculum and instructional activities. Teachers facilitate learning by engaging students in cognitive thinking opportunities with academic content (often theme-based); such opportunities are further developed by academic experiences that include research, author, and publishing. The teachers' selection and implementation of instructional activities that support SAI determine the quality of the cognitive processing by the students; thus, planning teams are organized across the grades and by grade levels to continuously support curriculum and instruction improvements. Students are taught the importance of organizing and structuring new knowledge through the use of quality tools such as graphic organizers, rubrics, and checklists. Such opportunities take place as a result of desired results already being identified through the "I Can Do It" sheets. These sheets reflect a common language for teachers, students, and parents. The curriculum balances teacher/student made materials with the traditional basal series (reading—Macmillan/McGraw Hill—Spotlight on Literacy; mathematics—Harcourt).

Student samples help us to collect continuous evidence regarding our success with instructional targets that are identified in our school curriculum. We use a variety of ways to gather such evidence including the Illinois Standards Achievement Test; this evidence represents the "A" in SAI and helps us to determine our success in hitting instructional targets identified in the curriculum. Much learning is accomplished through the students' discovery of how ideas and concepts are related; this is more easily accomplished through the use of six networked computers and appropriate internet content accessed in each classroom. Problem-solving experiences allow the children to transfer their new knowledge and many of their basic skills into real-life applications. Self-reflection is an encouraged and important part of the curriculum because it affords students the opportunity to look at their progress. Through such reflection, students are able to communicate their choices regarding theme-based discovery activities within the curriculum.

District curriculum teams including representatives from our school have identified instructional best practices in language arts and mathematics that are based upon scientific research. Ultimately, our curriculum provides instructional strategies that are most clearly supported by the best research available, as identified by relevant national and state organizations that include the American Association for Supervision and Curriculum Development. In addition, new classroom materials are adopted both in print and non-print resources. Our teachers and students review available current data on student knowledge and then begin planning instructional units using the best instructional practices; these instructional practices represent the "I" in SAI.

The SAI process provides a foundation for our curriculum and enhances discovery learning opportunities beyond the explicit reading, mathematics, and writing curricula. A walk through our school quickly confirms that there is a clear and present focus on the fundamentals of reading, mathematics, and writing without comprising our commitment to integrating social studies, science, fine arts, physical education, and character development.

2. SCHOOL'S READING CURRICULUM:

Dirksen School's current reading curriculum resulted from a collaborative district effort in developing curriculum objectives and curriculum content. "I Can Do It" posters placed in each classroom provide a daily reminder to teachers and students regarding performance objectives and instructional targets in reading. Dirksen teacher representatives participated on a district language arts task force to evaluate K-3 comprehensive reading programs. They considered each publisher's instructional support for

Illinois Learning Standards and Benchmarks, Illinois School Assessment Tests in reading and writing, District 108 Language Arts Curriculum Objectives, and instructional best practices in reading/literature. Selected publishers provided our school with sample materials. Teachers completed surveys after examining and using the programs. The surveys evaluated how well the reading program supported individual instructional needs in the areas of student literature, basic instructional concepts, supplemental activities (enrichment, remediation, etc.), and overall reading needs. After the surveys were scored and analyzed, MacMillan/McGraw Hill was selected. The basal series is enhanced with a number of trade books for further literature access for students of all reading levels. The reading curriculum is integrated with all other language arts areas that include daily practice in grammar, spelling, and writing. Explicit reading skill instruction (guided by district performance objectives posted in every classroom) is provided during a reading block for students of all levels—remedial to accelerated. Student self-assessments are supported by computer assisted technology that includes—Accelerated Reader ™; such assessments provide information to allow children to easily flow from one reading level to the next. Student products are shared daily at morning ceremony or at share time during the lunch program. A partnership with Broadmoor Junior High and Pekin Community High School provides student volunteers to tutor children in language arts areas.

3. SCHOOL'S WRITING CURRICULUM:

Dirksen School's mission provides that all learners are to be successful. Over the last five years, we have established short term performance goals of 80% and long term performance goals of 90% in the areas of reading and mathematics. Two years ago after our performance in reading and mathematics reflected that we were making continuous progress, we identified writing as an essential skill area to develop with instructional targets to impact student performance. As with reading and mathematics, student performance objectives were identified through committee work, and "I Can Do It" posters were created and placed in each classroom to provide a daily reminder to teachers and students regarding performance objectives and instructional targets for writing. In addition, a focus was established for language immersion in each classroom with the use of word walls, experience charts, self-made books as young authors, writing flow charts, and computer created stories and PowerPoint presentations to archive and share with other students and parents. The school's literacy plan established key writing skills to be developed at each grade level; benchmark reviews were scheduled to allow teachers to evaluate student writing samples, to record scores monthly to track student progress, and to strategize next steps. Students charted their own writing scores, and a chart of class progress was created for continuous observation. Teachers and students created lotuses (a quality tool) to record juicy (descriptive) words, transition words, time order words, and further ideas. Through the use of videotaped mini-lessons (Asynchronous Learning Stations), teachers will be able to review key teaching strategies and to enhance instructional activities at the child's computer station. For students with continuing needs, a writer's workshop consisting of specific stations—writing, self-checking, editing, typing, and publishing will be implemented in grades one, two, and three.

4. INSTRUCTIONAL METHODS:

Dirksen School teachers utilize a variety of instructional methods to improve student learning and to give attention to the different learning styles within a classroom. Teachers implement child centered instruction to meet the needs of all learners. An emphasis is placed on informing students about state standards, district/grade level objectives, and learning expectations to enhance student achievement. The use of multiple student assessments, the review of current results for improving student learning, and the use of innovative techniques, tools, and strategies promote continuous improvement. For the last three years, our teachers have participated in a Professional Development School Model with Illinois State University. Teacher and college student intern mentoring has provided a comfort for experimentation and multi-grade/grade level planning and organization, team teaching, looping, and ability level/skill level grouping. Overall, the teachers have identified a process for assessing excellence in instruction and quality student learning that involves on-going collection of student data, organizing/graphing information, and analyzing/changing instructional methods. Through such a process, teachers are able to

maintain a classroom aim or common purpose for instruction that enhances classroom climate and sets the tone for a positive work ethic in the classroom and in the school. Teachers weekly modify the teaching content (what students are to learn), activities (materials and steps identified to allow students to use key skills to gain understanding of ideas and information), and products (that which students present as demonstration of what they have learned). Modeling continues to be a key instructional method with a focus on technology. Collaborations among grade levels and across grade levels, onsite professional development in teaching strategies and technology, and access to a district support directory of best practice information enhance efforts to improve student learning. Our teachers have become trainers for teachers; our students have become trainers for our students.

5. SCHOOL'S PROFESSIONAL DEVELOPMENT PROGRAM

Dirksen School's professional development program originates from a shared and vested ownership in the district's Professional Development School and an on-site professional development program for school improvement called PDSA (Plan, Do, Study, Act). In the "Plan" phase, teachers learn how to assess the current situation through a review of collected data and certain causes with possible solutions. The "Do" phase provides for more data to be collected when trying out an improvement approach or plan. In the "Study" phase, Dirksen teachers are guided in studying the results of the improvement plan. In the "Act" phase, teachers are supported in their taking action based on the new knowledge. Next steps are taken then to continuously improve this process. Such steps include participation in our district's Professional Development Academy courses, local/state workshops, independent study, district and building committees, and advanced degree coursework. Our teachers also participate regularly with Illinois State University interns to embrace innovative teaching of best practices. This participation enhances new understanding and implementation of problem-based learning, technology rich learning environments, and collaborative instructional strategies. With on-going professional development, Dirksen School teachers provide leadership and shared ownership in our School Improvement Planning process that has identified five goal areas: to continuously improve student and employee performance in the areas of reading, mathematics, and writing; to continuously improve and align support programs and services to assist each student's success through on-going alignment with regular division reading, mathematics, and writing; to continuously improve quality assurance processes through on-going professional development activities; to continuously strengthen relationships among stakeholders through effective communication and shared leadership opportunities; and to continuously manage facilities and financial resources to support the growth and development of our school mission through regularly scheduled planning meetings and development of action plans for improvement. The district/school professional development plan supports continuous improvement in the classroom, school, and district.

READING Dirksen Primary School Performance On State-Mandated Tests 1997-1998 through 2001-2002	2001-2002 ISAT	2000-2001 ISAT	1999-2000 ISAT	1998-1999 ISAT Pilot*	1997-1998 IGAP**
Testing Month: March/April					
SCHOOL SCORES					
TOTAL					
Percent Academic Warning	0	3	15	2	
Percent Below State Expectations	6	13	8	29	20
Percent Meets State Expectations	64	60	49	54	65
Percent Exceeds State Expectations	31	25	28	15	15
Number of students tested	36	40	39	48	47
Percent of total students tested	100	100	100	98	98
Number of students excluded	0	0	0	1	1
Percent of total students excluded	0	0	0	2	2
SUBGROUP SCORES					
Low Income					
Percent Academic Warning	0	0	24	4	
Percent Below State Expectations	7	20	12	30	23
Percent Meets State Expectations	57	60	35	61	66
Percent Exceeds State Expectations	36	20	29	5	10
Number of students tested	14	10	17	23	30
Percent of total students tested	100	100	100	100	97
Number of students excluded	0	0	0	0	1
Percent of total students excluded	0	0	0	0	3
Not Low income					
Percent Academic Warning	0	3	9	0	
Percent Below State Expectations	5	10	5	28	12
Percent Meets State Expectations	68	60	59	48	65
Percent Exceeds State Expectations	27	27	27	24	24
Number of students tested	22	30	22	24	17
Percent of total students tested	100	100	100	96	100
Number of students excluded	0	0	0	1	0
Percent of total students excluded	0	0	0	4	0
STATE SCORES					
Percent Academic Warning	7	7	6	8	
Percent Below State Expectations	31	31	32	31	28
Percent Meets State Expectations	44	43	41	44	51
Percent Exceeds State Expectations	19	19	21	17	21

* ISAT was administered as a state-wide pilot in this year.

** Academic Warning Scores are not provided for IGAP tests, 1997-1998.

MATHEMATICS Dirksen Primary School Performance On State-Mandated Tests 1997-1998 through 2001-2002	2001-2002 ISAT	2000-2001 ISAT	1999-2000 ISAT	1998-1999 ISAT Pilot*	1997-1998 IGAP**
Testing Month: March/April					
SCHOOL SCORES					
TOTAL					
Percent Academic Warning	3	3	5	6	
Percent Below State Expectations	6	5	18	8	0
Percent Meets State Expectations	42	23	49	71	75
Percent Exceeds State Expectations	50	70	28	15	25
Number of students tested	36	40	39	48	47
Percent of total students tested	100	100	100	98	98
Number of students excluded	0	0	0	1	1
Percent of total students excluded	0	0	0	2	2
SUBGROUP SCORES					
Low Income					
Percent Academic Warning	7	10	6	9	
Percent Below State Expectations	7	0	29	9	0
Percent Meets State Expectations	36	20	29	78	77
Percent Exceeds State Expectations	50	70	35	4	23
Number of students tested	14	10	17	23	31
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of total students excluded	0	0	0	0	0
Not Low income					
Percent Academic Warning	0	0	4	4	
Percent Below State Expectations	5	7	9	8	0
Percent Meets State Expectations	45	23	64	64	71
Percent Exceeds State Expectations	50	70	23	24	29
Number of students tested	22	30	22	24	17
Percent of total students tested	100	100	100	96	100
Number of students excluded	0	0	0	1	0
Percent of total students excluded	0	0	0	4	0
STATE SCORES					
Percent Academic Warning	7	8	10	12	
Percent Below State Expectations	31	18	21	20	8
Percent Meets State Expectations	44	46	46	47	65
Percent Exceeds State Expectations	19	28	23	21	27

* ISAT was administered as a state-wide pilot in this year.

** Academic Warning Scores are not provided for IGAP tests, 1997-1998.