

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

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

Official School Name Frank C. Whiteley School (As it should appear in the official records)

School Mailing Address 4335 Haman Avenue (If address is P.O. Box, also include street address)

Hoffman Estates IL 60195-1306 City State Zip Code+4 (9 digits total)

Tel. (847) 963-7200 Fax (847) 963-7206

Website/URL www.ccsd15.net Email hindmank@ccsd15.k12.il.us

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

(Principal's Signature) Date

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

Name of Superintendent Dr. John G. Conyers (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Consolidated School District 15 Tel. (847) 963-3000

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Paula Mikula (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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 14 Elementary schools
 Middle schools
 3 Junior high schools
 High schools
 1 K-8
 1 Alternative school
 19 TOTAL
2. District Per Pupil Expenditure: \$9,358.00
 Average State Per Pupil Expenditure: \$7,926.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 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	64	62	126	7			
1	30	37	67	8			
2	39	50	89	9			
3	52	63	115	10			
4	45	40	85	11			
5	46	34	80	12			
6	46	45	91	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							653

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>63.8</u> | % White |
| <u>1.8</u> | % Black or African American |
| <u>13.6</u> | % Hispanic or Latino |
| <u>20.8</u> | % Asian/Pacific Islander |
| <u>0.0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 8.44 %

(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 <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	687
(5)	Subtotal in row (3) divided by total in row (4)	.0844
(6)	Amount in row (5) multiplied by 100	8.44

8. Limited English Proficient students in the school: 22 %
145 Total Number Limited English Proficient
 Number of languages represented: 26
 Specify languages: Ambaric, Arabic, Cantonese, Farsi, Finnish, German, Greek, Gujarati, Hindi, Ibo/Igbo, Japanese, Kannada, Lithuanian, Malayahm, Mandarin, Pilipino, Polish, Romanian, Russian, Serbian, Spanish, Taiwanese, Tamil, Teluga, Thai, and Ukrainian.

9. Students eligible for free/reduced-priced meals: 15 %
97 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: $\frac{10}{67}$ % 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 43 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> 11 </u> Behavior/Emotional Impairment	

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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 27 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 7 </u>
Paraprofessionals	<u> 11 </u>	<u> 0 </u>
Support staff	<u> 7 </u>	<u> 0 </u>
Total number	<u> 54 </u>	<u> 9 </u>

12. Student-“classroom teacher” ratio: 24:1

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	96.2%	96.2%	96.5%	95.9%	95.8%
Daily teacher attendance	92.0%	91.6%	89.0%	88.2%	89.2%
Teacher turnover rate	2.8%	5.6%	16%	7%	12.5%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III - SUMMARY

Frank C. Whiteley School (FCW), in Hoffman Estates, Illinois, is located approximately 30 miles northwest of Chicago. A K-6 elementary building with over 700 students, Whiteley is dedicated to a mission of “producing world-class learners by building a connected learning community.”

FCW is part of Community Consolidated School District 15, a K-8 public school system serving more than 13,000 children from seven communities of differing ethnic and socio-economic levels. At FCW, we are proud of our diversity because we believe FCW students learn and grow from interacting with others from different backgrounds and experiences. Our students come from backgrounds that are educationally, culturally, economically, and geographically diverse. More than 36 percent of our students come from minority backgrounds. Our students speak 26 different languages, with 22 percent considered limited-English-proficient. We are a bilingual kindergarten center for the district; students in our bilingual Spanish kindergarten program are assigned to our school from outside our immediate attendance boundaries. We also serve students who are eligible for a gifted and talented program (from both within and outside our immediate attendance boundaries) in a grade three/four multiage classroom. FCW houses a special preschool program, the Early Childhood Developmental Enrichment Center (ECDEC), a cooperative program of six school districts, for children three and four years old who are considered at risk for educational failure. We provide a wide range of special education services in our school. In and out of the classroom, specialists assist students who have learning or behavioral/emotional needs, physical or orthopedic needs, speech and language needs, developmental needs, or hearing needs.

FCW is a “connected learning community.” Our parents are partners with the faculty and staff in supporting their child’s education. Last year, parents volunteered an estimated 14,613 hours. Our PTA provides a wide array of programs and activities that involve the school, home, and community, including multicultural and recycling programs, blood drives, assemblies that support the school’s curriculum and civic beliefs program, sponsorship of club activities, and fund-raising drives to support community food banks and charities. We offer special parent orientation sessions for our Spanish- and Japanese-speaking families delivered in their native language. We solicit the voices of all FCW stakeholders and use surveys and focus group sessions to listen and learn about changing needs and expectations. Our spring 2002 Parent Survey showed 97 percent of parents assigned our school a grade of “A” or “B.” Annually, a Conditions of Teaching and Shared Decision-Making survey is administered to certified staff to assess their overall satisfaction related to safety, morale, physical conditions of the building, communication, level of personal satisfaction, and opinions related to shared decision-making. In the March 2003 survey, 98 percent of certified staff expressed satisfaction with FCW.

Our entire community works together to ensure that students receive world-class educational opportunities that will enable them to meet and exceed state standards and attain success in their future educational and career endeavors. Our school partners with William Rainey Harper College to provide English-as-a-Second-Language classes for parents during the school day. Not only do these classes provide valuable language instruction, but they also encourage and welcome parents to come into their child’s school. We also partner with Fremd High School and local universities and colleges, accepting aspiring teachers into our classrooms as interns and student teachers. We bring in the Hoffman Estates Police Department and Cook County Sheriff’s Department for safety programs, LifeSource for blood drives, the American Heart Association, UNICEF and United Way to support local agencies that serve our children, and area doctors and dentists to meet the needs of all our students.

Our faculty is committed to the process of continuous improvement. We are a member of the Koalaty Kid Alliance, a national organization focused on a student-centered approach to process improvements. Our School Improvement Planning process has enhanced classroom instruction and student learning using the Plan-Do-Study-Act (PDSA) cycle. Goal teams meet regularly to review process data and make recommendations for adjusting instructional practices. Systematically implementing the PDSA cycle has made a marked difference in the quality of instruction and learning at FCW as evidenced by higher test scores and increased parent and student satisfaction.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. FCW students achieve at high levels on state and national assessments. Every student participates in state, national, and local assessments through a variety of measurements.

Students in grades three and five take the Illinois Standards Achievement Test (ISAT), a criterion-referenced test, in the areas of reading, mathematics, and writing. Students in grade four take the ISAT in science and social sciences. Our ISAT results indicate FCW students outperform the district and state in all tested areas. ISAT was first administered in its current form in the 1998-1999 school year. Outcome data is disaggregated for all demographic groups and analyzed in light of the district's rigorous performance targets: 1) *At least 90 percent of the students who have been in the district for one year meet or exceed all Illinois Learning Standards*, and 2) *There are no significant differences between student groups in meeting or exceeding all Illinois Learning Standards for students who have been in the district at least one year*. FCW exceeds these performance targets. One hundred percent of the students who have been in FCW for a year or more meet or exceed standards in third-grade reading and mathematics and fifth-grade mathematics. In addition, results for the period beginning in 1998-1999 show an upward trend in the percent of students achieving at the "exceeds" level for third-grade math, fifth-grade reading, and fifth-grade math.

Students in grades two, four, and six participate in the Iowa Tests of Basic Skills (ITBS) as well as the Cognitive Abilities Test (CogAT). Data are reported in reading, language, and mathematics. Figure 7 displays national curve equivalent average scores for the past five years in reading and math. Results show that FCW students have significantly higher NCE scores in both reading and math, ranging from one-third to a full standard deviation above the national average. In 2002, students who were enrolled in our school for less than one year scored an average ITBS reading NCE of 45.0 and math NCE of 47.0, compared to an average reading NCE of 66.4 and math NCE of 74.3 for students who have been at FCW for more than a year. These scores demonstrate the exceptional value FCW adds to student achievement.

When analyzing the ITBS data in Figures 3 and 4, fourth-grade reading and math subscores for limited-English-proficient (LEP) students, and Figures 5 and 6, sixth-grade reading and math subscores for LEP, it is important to note that in 1999-2000, we served as a self-contained Spanish bilingual program site for Grades 4-6. Spanish-speaking students came to FCW from other schools in our district. As seen in Figures 5 and 6, LEP students who entered our sixth-grade program in 1999-2000 scored an average NCE of 20.1 in reading and 36.7 in math. After these students had been at FCW for one year, their achievement significantly increased to an average reading NCE of 47.7 and to 47.5 in math. FCW is successfully meeting the needs and closing the gap for our limited-English-proficient students through quality instruction.

Since 2000-2001, LEP students take the Language Proficiency Test Series (LPTS) each year starting in kindergarten. This test provides assessments in English listening/speaking, reading, and writing. We use this assessment to closely monitor English language progress and to determine readiness for exiting the bilingual program (LEP students at FCW exit the bilingual program in three years or less). The LPTS considers a proficient speaker one who is at or above the 50 percent level. Level 4 Reading students are considered ready to transition into all-English literacy without ESL support. This level constitutes mastery of expository texts, including the ability to respond to critical thinking and high-level items correctly. FCW students demonstrate significant growth in English skills after only one year in our program. In 2001, 47 percent of LEP students and in 2002, 77 percent were at or above the 50th percentile, indicating they were proficient English speakers. In 2001, 47 percent were at Level 4 Reading and in 2002, 50 percent achieved Level 4.

LEP students take the Illinois Measure of Annual Growth in English (IMAGE), designed to measure growth in reading and writing English, in grades three through six. Mathematics was added in the school year 2002. Students who took these tests have been in either a Transitional Bilingual Education (TBE) or a Transition Program of Instruction (TPI) program for at least six months but less than three years. To accurately assess growth, students must take the IMAGE test two years or more in a row. FCW students made between 1.5 to 5 years growth in English proficiency from 2000-01 to 2001-02 (Figure 14).

2. Data drives all school improvement decisions at FCW. The annual school improvement process gives FCW staff an opportunity to review schoolwide assessment results. We use the *Charting the Course*

framework, based on Covey's two-cycle process of diagnosis and design, along with the Malcolm Baldrige criteria to align student and stakeholder needs, curriculum, best practices, strategies, core processes, culture and organizational results to achieve system improvement. FCW focuses on the district's strategic goals to ensure a comprehensive schoolwide assessment profile. Individual teachers, SIP goal teams, grade-level teams, and administration analyze in-process and trend data to monitor progress toward our goals. The Plan-Do-Study-Act (PDSA) improvement cycle is an established and well-tested method to identify priorities that enable us to move from current performance to target performance. Through the PDSA cycle, we define the system, assess the current situation, analyze cause, try out the improvement theory, study the results, standardize improvement, and plan for continuous improvement. At FCW, instructional decisions are made and driven based on data. Faculty members study and use in-process data to continuously improve learning and student achievement. The school's improvement plan and PDSA cycle is posted prominently in the faculty lounge for all to see. Quality tools, associated with the principles of Deming's Total Quality Management (TQM), are used at the building, class, and student level to identify root causes and organize data to help us better understand gaps in performance. Students at FCW are able to develop PDSAs to improve their own achievement, using quality tools to collect and analyze their own data. Students maintain quality folders, and classes set benchmark goals in curriculum areas to improve their overall learning. Students become cognizant of their learning goals and responsible for achieving them. Our on-line Educational Data Warehouse allows the principal to access trend data for the school, grade level, class, or individual student. Using state and local resources, FCW can compare its test results to other schools with the same demographics in order to benchmark other schools' effective programs and practices.

3. At FCW, we communicate assessment results, student performance information, and news about our school to parents and community in a variety of ways. Each year, we publish our school report card on the district Web site as well as mail copies home to our families. The academic achievement results for the Illinois Standards Achievement Test are presented along with demographic, instructional, and financial information. The principal includes a description of the annual School Improvement Plan (SIP) goals and action plans. To expand parent understanding of these important tests and SIP goals, the principal presents an overview of the results and their interpretation at a general PTA meeting. Chicago area newspapers publish results, which allow community members to make comparisons. Parents also receive an individual report of their child's scores with explanations of ISAT, IMAGE and ITBS/CogAT assessments and results. Parents are encouraged to call the teacher or principal if they have questions regarding their child's results or need further clarification on their meaning. Families new to our school receive the school report card in their welcoming packet along with other pertinent information. The principal communicates assessment data and student performance information monthly in the school's PTA newsletter. This newsletter includes school information translated into Spanish and Japanese. Special orientation meetings are held for our second-language populations where school information is translated into their native language to facilitate communication. We also publish a community newsletter, which is mailed annually to every residence within the school's attendance boundaries giving community members information about student performance results. A district *Shareholders' Report* highlighting student achievement results and overall organizational results is mailed to residents once a year. Classroom teachers share a significant amount of assessment information with parents and students. Computerized student progress reports are distributed three times a year. Teachers share assessment criteria and standards with parents at the fall orientation. Individualized parent/teacher conferences are scheduled in November and additional conferences are available to parents throughout the year. All teachers have a phone in their own classrooms with 24-hour voice mail, e-mail, and all have created their own Web pages to better communicate with parents. They use assignment notebooks, weekly reports, and newsletters to share classroom assessments with students and parents and share strategies to support student learning.

4. If FCW School is fortunate enough to be selected as a *No Child Left Behind—Blue Ribbon School*, we have developed an action plan for sharing our quality and effective programs and practices. We have teachers willing to present practices with data results at national conferences such as ASQ, NAESP, and ASCD. We will work closely with District 15's director of communications as well as the media to

publish articles in professional magazines or journals to highlight the success of our programs. FCW has available school packets with information, data, and descriptions of programs and practices. We have made a video highlighting our reading intervention program and would be willing to film additional videos helping others to better visualize how we use “best practices” and proven teaching strategies to improve learning and achievement for all students. As a *No Child Left Behind—Blue Ribbon School*, we would become a site for interested professionals to visit and view, firsthand, our exemplary programs and practices. We already have welcomed other schools, schools in our district and other personnel into our classrooms to talk with students, teachers, parents, and administrators. It is a routine practice in District 15 that visitors are welcome and our schools are open so we may learn from one another. Our Web site can be easily accessed to obtain a variety of information about our school. Web site visitors can access teacher Web pages, learn about school activities, programs, and upcoming events.

PART V - CURRICULUM AND INSTRUCTION

1. The curriculum at Frank C. Whiteley School (FCW) is aligned to and driven by Illinois State Standards and District 15 Learner Statements. Our curriculum reflects the community's high expectations for children's intellectual and personal growth.

A strong language arts core curriculum is pervasive throughout the student's day. We ensure that each student receives 120 minutes of daily language arts instruction. Teachers use a balanced literacy model for reading, which includes daily word study, guided and shared reading, independent reading and fluency, and integrated writing. During guided reading instruction, teachers use flexible grouping to teach and reinforce essential skills. Writing instruction focuses on the writing process through writer's workshop, guided practice, and independent writing where students write expository, persuasive and personal narratives demonstrating the application of skills and knowledge learned. Teachers also use technology and software programs to support and extend student writing skills, particularly with students who may need a different learning approach.

We use the *Everyday Mathematics*, *SRA–Math Explorations and Applications*, and the *Transitions* programs and align our math curriculum with the National Council of Teachers of Mathematics Standards and Illinois State Standards. Fundamental to our curriculum are computation skills, math concepts, problem-solving, and critical thinking. Teachers use other resources, such as Exemplars and AIMS Activities, which support “best practices” and are research based. High-achieving math students in grades three through six are offered an accelerated math program to support a deeper learning of concepts and skills beyond the essential skills we expect all students to acquire. Last year, 37 percent of our sixth graders placed in accelerated mathematics at the junior high. Math is embedded into all content areas by engaging students in graphing, mapping, estimating, data collection, and applying geometric concepts in social studies, science, reading, physical education, and art.

At FCW, teachers engage students in science through inquiry-based instruction. Our curriculum is aligned to the National Science Education Standards, Illinois State Standards, and District 15's Learner Statements. We use a hands-on approach to learning through units which allow students to ask questions, construct ideas, and demonstrate their understanding of knowledge, facts, concepts, theories, and science principles that exist in the natural world. Teachers use a variety of resources such as the unique District 15 Space Shuttle program, which offers avenues to apply technology skills and problem-solving skills through a simulated launch. Students interviewed NASA astronauts and assisted with real experiments used on a Space Shuttle flight. Visits to other local resources such as a marsh, nature center, the Field Museum of Natural History, Adler Planetarium, and Shedd Aquarium enrich our students' knowledge of this content area and enable students to become scientifically literate. Last year, 94 percent of our fourth-grade students met or exceeded state standards in science.

Our social studies curriculum provides children with opportunities to respond to experiential activities through research, debate, dialogue, and written reactions. Teachers facilitate lessons that enable children to understand their position in the community and the world, be culturally aware, and draw parallels from history. Third graders use *Story Path* to simulate the impact a business may have in a rural setting, and fourth graders use a variety of multimedia tools to research states, geography, climate, resources, and history. Fifth and sixth graders use *History Alive* to provide hands-on learning experiences that enhance understanding of the politics and economics of colonies and ancient civilizations. Last year, 94 percent of our fourth-grade students met or exceeded state standards in social science.

All students receive instruction in the areas of visual art, music, dance, drama, technology, and physical education. Choral and instrumental music instruction supports the content areas and expands the core music curriculum. Children in all grade levels participate in musical productions that are presented for the community. Students in fifth and sixth grades have the opportunity to participate in band and orchestra programs with small group lessons provided. Technology skills are developed through coordinated activities that support learning and the curriculum. Students work toward meeting the district's technology goals set by the National Educational Technology Standards for Students.

At FCW we offer Spanish, Japanese, and French foreign languages in a club format. This year, we have 161 students taking a foreign language. These programs have increased interactions between our Spanish- and Japanese-speaking children as they learn how to communicate with one another.

2. This year, District 15 adopted the “Trophies” series of books and collateral materials from Harcourt Publishers, which is closely aligned to the Illinois State Standards and the District 15 Learner Statements.

This program supports two of the district's student performance targets: 1) *Every student entering kindergarten in District 15 reads at or above grade level when completing second grade*, and 2) *At least 90 percent of students who have been in the district for one year will meet or exceed all Illinois learning standards*. "Trophies" is a research-based, developmental reading program which features an organized approach to teaching reading skills and supports the district's balanced literacy approach to reading. The foundation of the program is its collection of high-quality literature including both fiction and nonfiction texts. The literature is organized to progress in difficulty, and students are exposed to a variety of genres. The program provides formal and informal assessments so teachers can easily monitor student progress. On-line resources for teachers and parents are available. In the area of word study, this program focuses on spelling, phonics (in the lower grades), and vocabulary development. For shared/guided reading, whole-class lessons teach strategies for effective reading and small group lessons focus on specific student needs. During independent reading, students read individually, choosing books at their own level. We also use the Accelerated Reader program as another resource to support the teaching of essential reading skills and strategies. In writing, teachers use a combination of shared, guided, and independent writing activities to support the learning of essential skills. Language arts skills are also integrated with reading instruction to teach a variety of writing forms, grammar usage, and mechanics and spelling skills. This program allows teachers a great deal of flexibility to differentiate instruction and respond to individual student needs. It provides materials specifically to support readers who are significantly below grade level as well as students who are second-language learners. Students who need additional reading support are identified in several ways, including classroom-based assessments, classroom performance, teacher referrals, and reading inventory testing. We proactively address the needs of these students at all grade levels with reading intervention programs designed to help students learn and apply appropriate reading strategies across all curriculum areas (Part V-4).

3. FCW is proud of its diversity and success with accelerating English language literacy while valuing the child's social and cultural knowledge. Instruction is designed to parallel the appropriate grade-level curriculum and is closely aligned with Illinois State Standards and District 15 Learner Statements. We are a district site for four self-contained bilingual kindergarten classes for Spanish speakers. We offer a Transitional Bilingual Education (TBE) program that provides instruction in Spanish native literacy and English as a Second Language. In our Spanish-language kindergarten program, the emphasis is on literacy and math skills with the same expectations and curriculum as English-speaking students. For oral language development, 20-30 minutes each day of ESL instruction is provided. Formal Spanish literacy and informal English literacy is taught throughout the kindergarten program. Math and social studies instruction is delivered in Spanish, with science being taught using a Sheltered English approach. Our kindergarten classrooms have English-speaking "buddy" classes to provide opportunities for children to practice their developing English with native English speakers. We administer the Illinois Snapshot of Early Literacy, (ISEL) in Spanish and English to all kindergarten students to determine their literacy needs. In January, we then screen students to determine eligibility for specialized reading intervention programs available in Spanish and English (V-4). We offer a TBE program for Japanese students, where they receive most of their instruction in the regular classroom but have access to a Japanese teacher to provide native language support. A Transitional Program of Instruction (TPI) is offered for students who speak languages other than Spanish or Japanese. Content is provided in the student's native language for the understanding of basic and accelerated concepts. Students in our grades K-6 English Language Learners (ELL) and TPI programs are supported by two teachers utilizing a push-in or pull-out model based on student needs. Students who remain in our school for grades K-6 exit the bilingual program within three years. Teachers use multiple assessment tools throughout the year to determine individual learning needs. Our strong commitment to achievement for students who speak a language other than English is evident in the growth shown on both the LPTS and IMAGE assessment results. Our TBE, TPI and ELL curriculums are successfully addressing language and academic needs as we strive to meet the District Student Performance Target: *There is no significant difference between student groups in meeting or exceeding all Illinois Learning Standards for students who have been in the district for one year*.

4. An important part of instruction in our school and District 15 is an innovative, strategic reading intervention program that has successfully helped accelerate reading skills in low-achieving kindergarten through sixth-grade students by teaching appropriate reading strategies. The program also helps us respond to the challenge created by our diversity and directly addresses the District's rigorous Student Performance Targets, such as *"Every student entering kindergarten in District 15 reads at or above grade*

level when completing second grade.” In the 2000-2001 school year, a fulltime reading specialist was added to our staff to support these specialized reading programs. Paraprofessionals, who implement the K-2 programs, are trained, coached, and supervised by the reading specialist. These programs serve students who represent the lowest performing seven to ten percent of the grade-level population. KIP (Kindergarten Intervention Program), and KIP-S (Spanish) provides 15 minutes daily of intensive one-on-one instruction; FLIP (First-Grade Literacy Intervention Program) provides 30 minutes of daily one-on-one sessions; and SAIL (Second-grade Acceleration in Literacy) provides alternating, daily one-on-one and small group 30-minute sessions focusing on recognition skills, phonics, blending, fluency, and comprehension. We have seen significant growth as a result of these intensive reading intervention programs. In 2002, 93 percent of second graders read at grade level, compared to 82 percent in 2001. At-risk students’ reading limitations are now being addressed in kindergarten and first grade, so fewer students are being identified in higher grades. The skills taught in these intervention programs are closely integrated into the balanced literacy program taught in all our classrooms. This improvement in teaching reading skills to all has reduced the number from 14 bilingual kindergarten students identified as at-risk readers in 2002 to only five in 2003. For at-risk readers in grades three through six, we use the Soar to Success program that stresses reading comprehension by teaching strategies such as clarifying, predicting, questioning, and summarizing. Students meet with the reading specialist four to five times a week in small groups for 30-45 minute sessions. In 2001, 22 out of 25 students exited the program reading at grade level, and in 2002, 20 out of 22 exited. Through our reading intervention programs, in-process data collection, and instructional decisions based on individual needs, we are closing the gap for our low-achieving students as well as increasing achievement for all children in reading.

5. A high-performing staff is a key goal related to District 15’s fundamental purpose of producing world-class learners. Continual improvement requires systems designed to support and encourage opportunities for employee growth and learning throughout our school and district. To ensure support of the district’s strategic plan, all staff development activities must address skills that will help teachers accomplish the student performance targets. Through the application of the National Staff Development Council Standards for Staff Development, we seek to better understand and implement effective staff development practices. FCW staff development activities are aligned to the goals in our School Improvement Plan (SIP). Building staff development committees design activities and expend resources based on their contribution to achieving the goals of the SIP. This year, our staff identified four SIP goal areas: 1) improve expository writing, 2) improve reading comprehension, 3) improve extended writing responses for both reading and mathematics, and 4) improve student enthusiasm for reading. Staff development activities, such as whole faculty study groups, quality tools training, training on the implementation of our new reading program, and training on extended writing strategies have taken place during faculty meetings, teacher institutes, in-district workshops where faculty attend presentations by nationally recognized consultants (Marzano, Gentry), and during teacher-release activities. Teachers’ professional growth plans and Illinois certification plans also align with the school’s improvement plan. Through careful identification and alignment of our professional development activities, in one year we saw an increase in third-grade writing on the ISAT from 69% to 80% meeting and exceeding standards. Student reading at both the third and fifth grades has increased through our focus on balanced literacy and cognitive reading strategies. Quality tools and PDSA are now being used at the student level, and special education teachers have been trained to use multi-sensory approaches to teach reading and behavioral strategies. Teachers new to our district participate in the Teacher Induction/Mentoring Program throughout their four-year probationary period. This program includes separate tracks for beginning and experienced teachers new to our district so that they will be well prepared to seek National Board Certification.

National Norm-Referenced Test

Grade: 2 READING

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA SECOND-GRADE READING

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	February	February	February	February
SCHOOL SCORES				
Total or Composite Score	70.6	70.6	68.1	69.7
Number of students tested	96	74	83	93
Percent of total students tested	90%	96%	98%	99%
Number of students excluded	9	3	2	1
Percent of students excluded	10%	4%	2%	1%
SUBTEST SCORES				
Reading Total	66.4	64.2	64.1	66.1
SUBGROUP SCORES (Second-Language Learners)				
Reading	57.0	38.3	47.6	45.3
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Reading	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Reading	21.06	21.06	21.06	21.06

Figure 1

National Norm-Referenced Test

Grade: 2 MATHEMATICS

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA SECOND-GRADE MATHEMATICS

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	February	February	February	February
SCHOOL SCORES				
Total or Composite Score	70.6	70.6	68.1	69.7
Number of students tested	96	74	81	93
Percent of total students tested	90%	96%	95%	99%
Number of students excluded	9	3	4	1
Percent of students excluded	10%	4%	5%	1%
SUBTEST SCORES				
Mathematics Total	72.9	74.6	69.9	72.7
SUBGROUP SCORES (Second-Language Learners)				
Mathematics	85.3	62.0	69.6	67.0
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Mathematics	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Mathematics	21.06	21.06	21.06	21.06

Figure 2

National Norm-Referenced Test

Grade: 4 READING

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA FOURTH-GRADE READING

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	October	October	October	October	February
SCHOOL SCORES					
Total or Composite Score	70.6	67.2	71.8	61.7	65.8
Number of students tested	78	95	111	118	127
Percent of total students tested	92%	95%	94%	96%	100%
Number of students excluded	7	5	7	5	0
Percent of students excluded	8%	5%	6%	4%	0%
SUBTEST SCORES					
Reading Total	66.9	64.8	68.5	63.8	62.7
SUBGROUP SCORES (Second-Language Learners)					
Reading	34.0	None	26.3	27.1	39.5
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Reading	50	50	50	50	50
STANDARD DEVIATIONS					
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS					
Reading	21.06	21.06	21.06	21.06	21.06

Figure 3

National Norm-Referenced Test

Grade: 4 MATHEMATICS

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA FOURTH-GRADE MATHEMATICS

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	October	October	October	October	February
SCHOOL SCORES					
Total or Composite Score	70.6	67.2	71.8	61.7	65.8
Number of students tested	78	95	111	118	123
Percent of total students tested	92%	85%	94%	96%	97%
Number of students excluded	7	5	7	5	4
Percent of students excluded	8%	5%	6%	4%	3%
SUBTEST SCORES					
Mathematics Total	75.9	69.5	70.6	58.9	66.3
SUBGROUP SCORES (Second-Language Learners)					
Mathematics	73.0	None	40.1	38.4	76.3
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Mathematics	50	50	50	50	50
STANDARD DEVIATIONS					
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS					
Mathematics	21.06	21.06	21.06	21.06	21.06

Figure 4

National Norm-Referenced Test

Grade: 6 READING

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA SIXTH-GRADE READING

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	October	October	October	October	February
SCHOOL SCORES					
Total or Composite Score	68.1	69.3	65.2	62.4	66.6
Number of students tested	90	93	119	105	98
Percent of total students tested	99%	96%	94%	98%	100%
Number of students excluded	1	4	8	2	0
Percent of students excluded	1%	4%	6%	2%	0%
SUBTEST SCORES					
Reading Total	63.6	65.2	60.6	62.9	65.4
SUBGROUP SCORES (Second-Language Learners)					
Reading	45.0	None	47.7	20.1	49.0
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Reading	50	50	50	50	50
STANDARD DEVIATIONS					
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS					
Reading	21.06	21.06	21.06	21.06	21.06

Figure 5

National Norm-Referenced Test

Grade: 6 MATHEMATICS

Test: Iowa Tests of Basic Skills

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

IOWA SIXTH-GRADE MATHEMATICS

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	October	October	October	October	February
SCHOOL SCORES					
Total or Composite Score	68.1	69.3	65.2	62.4	66.6
Number of students tested	90	93	119	105	97
Percent of total students tested	99%	96%	94%	98%	99%
Number of students excluded	1	4	8	2	1
Percent of students excluded	1%	4%	6%	2%	1%
SUBTEST SCORES					
Mathematics Total	67.3	68.3	65.2	60.5	64.3
SUBGROUP SCORES (Second-Language Learners)					
Mathematics	65.0	None	47.5	36.7	43.3
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Mathematics	50	50	50	50	50
STANDARD DEVIATIONS					
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS					
Mathematics	21.06	21.06	21.06	21.06	21.06

Figure 6

**NCE ITBS Trend Data
Frank C. Whiteley School**

Second	Feb 99	Oct 99	Feb-01	Feb-02	Feb-02
Avg. NCE Reading Total	66.1	64.1	64.2	66.4	
Avg. NCE Math Total	72.7	69.9	74.6	72.9	

Fourth	Feb 99	Oct 99	Oct 00	Oct 01	Oct 02
Avg. NCE Reading Total	62.7	63.8	68.5	64.8	66.9
Avg. NCE Math Total	66.3	58.9	70.6	69.5	75.9

Sixth	Feb 99	Oct 99	Oct 00	Oct 01	Oct 02
Avg. NCE Reading Total	65.4	62.9	60.6	65.2	63.6
Avg. NCE Math Total	64.3	60.5	65.2	68.3	67.3

standard deviation = 21 points	>1/3	1/3	2/3	one
--------------------------------	------	-----	-----	-----

*color indicates how much the average NCE mean of the tested group is above the average mean of 50

Figure 7

State Criterion-Referenced Test

Grade: 3 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

ISAT THIRD-GRADE READING

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
Exceeds Standards	38%	30%	45%	37%
Meets Standards	51%	51%	44%	51%
Total Meets/Exceeds Standards	89%	81%	89%	88%
Number of students tested	81	94	99	101
Percent of students tested	99%	99%	98%	99%
Number of students excluded	0	0	0	1
Percent of students excluded	0%	0%	0%	1%
SUBGROUP SCORES (Limited English Proficient)				
See IMAGE chart				
STATE SCORES				
Exceeds Standards	19%	19%	21%	17%
Meets Standards	44%	43%	41%	44%
Total Meets/Exceeds Standards	63%	62%	62%	61%
Percent of students tested	95%	95%	85%	87%

Figure 8

State Criterion-Referenced Test

Grade: 3 MATH

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

ISAT THIRD-GRADE MATH

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
Exceeds Standards	62%	37%	54%	44%
Meets Standards	32%	61%	40%	49%
Total Meets/Exceeds Standards	94%	98%	94%	93%
Number of students tested	82	87	100	101
Percent of students tested	99%	92%	99%	99%
Number of students excluded	0	0	0	1
Percent of students excluded	0%	0%	0%	1%
SUBGROUP SCORES (Limited English Proficient)				
See IMAGE chart				
STATE SCORES				
Exceeds Standards	30%	28%	23%	21%
Meets Standards	44%	46%	46%	47%
Total Meets/Exceeds Standards	74%	74%	69%	68%
Percent of students tested	95%	88%	86%	88%

Figure 9

State Criterion-Referenced Test

Grade: 5 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

ISAT FIFTH-GRADE READING

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
Exceeds Standards	43%	45%	31%	33%
Meets Standards	45%	36%	50%	44%
Total Meets/Exceeds Standards	88%	81%	81%	77%
Number of students tested	91	110	116	93
Percent of students tested	100%	96%	87%	89%
Number of students excluded	0	0	5	1
Percent of students excluded	0%	0%	4%	<1%
SUBGROUP SCORES (Limited English Proficient)				
See IMAGE chart				
STATE SCORES				
Exceeds Standards	22%	25%	20%	24%
Meets Standards	37%	34%	39%	37%
Total Meets/Exceeds Standards	59%	59%	59%	61%
Percent of students tested	97%	97%	91%	93%

Figure 10

State Criterion-Referenced Test

Grade: 5 MATH

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

ISAT FIFTH-GRADE MATH

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
Exceeds Standards	28%	18%	9%	1%
Meets Standards	65%	72%	74%	77%
Total Meets/Exceeds Standards	93%	90%	83%	78%
Number of students tested	91	97	116	93
Percent of students tested	100%	85%	87%	89%
Number of students excluded	0	0	5	1
Percent of students excluded	0%	0%	4%	<1%
SUBGROUP SCORES (Limited English Proficient)				
See IMAGE chart				
STATE SCORES				
Exceeds Standards	8%	6%	5%	3%
Meets Standards	55%	55%	52%	53%
Total Meets/Exceeds Standards	63%	61%	57%	56%
Percent of students tested	97%	95%	92%	93%

Figure 11

State Criterion-Referenced Test

Grade: 3, 4, 5 Reading (Level I) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

Number excluded: See table below

Percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

Beginning (Level 1)—Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences.

Expanding (Level 3)—Students at this level read text with increasing understanding of abstract and/or unfamiliar content.

Strengthening (Level 2)—Students at this level read and understand simple text supported by illustrations or personal experiences.

Transitioning (Level 4)—Students at this level read and understand an increasing broad range of materials required for academic success.

IMAGE—GRADES 3, 4, 5 READING (LEVEL I)

Reading Performance Level	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
School Scores			
Beginning (Level 1)	8%	27%	8%
Strengthening (Level 2)	38%	31%	21%
Expanding (Level 3)	15%	23%	21%
Transitioning (Level 4)	38%	19%	50%
Number of students excluded	0	0	0
Percent of students excluded	100%	100%	100%
District Scores			
Beginning (Level 1)	22%	26%	36%
Strengthening (Level 2)	32%	36%	31%
Expanding (Level 3)	26%	24%	22%
Transitioning (Level 4)	20%	14%	11%
State Scores			
Beginning (Level 1)	35%	33%	44%
Strengthening (Level 2)	31%	36%	30%
Expanding (Level 3)	21%	22%	18%
Transitioning (Level 4)	12%	9%	8%

Figure 12

State Criterion-Referenced Test

Grade: 6 (Level II) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

Number excluded: See table below

Percent excluded: See table below

Scores are reported here as (check one): NCEs Scaled scores Percentiles

Beginning (Level 1)—Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences.

Expanding (Level 3)—Students at this level read text with increasing understanding of abstract and/or unfamiliar content.

Strengthening (Level 2)—Students at this level read and understand simple text supported by illustrations or personal experiences.

Transitioning (Level 4)—Students at this level read and understand an increasing broad range of materials required for academic success.

IMAGE—GRADE 6 READING (LEVEL II)

Reading Performance Level	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
School Scores			
Beginning (Level 1)	*N/A	67%	44%
Strengthening (Level 2)	N/A	17%	44%
Expanding (Level 3)	N/A	17%	11%
Transitioning (Level 4)	N/A	0%	0%
Number of students excluded	N/A	0	0
Percent of students excluded	N/A	100%	100%
District Scores			
Beginning (Level 1)	42%	36%	22%
Strengthening (Level 2)	37%	29%	35%
Expanding (Level 3)	17%	28%	37%
Transitioning (Level 4)	3%	8%	6%
State Scores			
Beginning (Level 1)	54%	48%	50%
Strengthening (Level 2)	30%	26%	27%
Expanding (Level 3)	13%	22%	21%
Transitioning (Level 4)	2%	3%	3%

*No school percentages available due to only 2 students testing.

Figure 13

Frank C. Whiteley
2000-01—2001-02 IMAGE Reading Growth

State Criterion-Referenced Test

Grade: 3, 4, 5 Reading (Level I) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

2000-01—2001-02 IMAGE READING GROWTH

	Level I Reading	
	N	Percentage
1.5 Years	7	47%
2.0 Years	5	33%
2.5 Years	2	13%
5.0 Years	1	6%

*Growth can only be determined if students took the IMAGE test two years in a row.

Figure 14