

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

Name of Principal: Mrs. Sara Hanebutt

Official School Name: Medora Elementary School

School Mailing Address: 124 South Elm Street
Medora, IL 62063-0178

Tel. (618) 729-3231 Fax (618) 729-4531

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

(Principal's Signature) Date: March 26, 2003

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

Name of Superintendent: Dr. Daniel Clasby

District Name Southwestern School District Tel. (618) 729-3221

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

(Superintendent's Signature) Date: March 26, 2003

Name of School Board David Hartman
President/Chairperson : _____

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

(School Board President's/Chairperson's Signature) Date: March 26, 2003

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
 - 4 Elementary schools
 - 1 Middle schools
 - 0 Junior high schools
 - 1 High schools

 - 6 TOTAL

2. District Per Pupil Expenditure: \$3,849
 Average State Per Pupil Expenditure: \$4,667

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 1 Year Number of years the principal has been in her/his position at this school.
3 years 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	15	10	25	7			
1	12	11	23	8			
2	10	11	21	9			
3	7	8	15	10			
4	11	12	23	11			
5	12	16	28	12			
6	12	14	26	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							161

6. Racial/ethnic composition of the students in the school:
- 100 % White
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 8.7 %

(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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	161
(5)	Subtotal in row (3) divided by total in row (4)	.0869565
(6)	Amount in row (5) multiplied by 100	8.695

8. Limited English Proficient students in the school: $\frac{0}{0}$ %
 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 39 %

63 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: $\frac{16}{25}$ %
25 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 15 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	0
Classroom teachers	7	1
Special resource teachers/specialists	2	8
Paraprofessionals	3	1
Support staff	3	2
Total number	16	12

12. Student-“classroom teacher” ratio: 23:1

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%	95.6%	95.5%	95.8%	95.8%
Daily teacher attendance	97%	98%	97%	97%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Medora Elementary is located in Medora, Illinois. The village of Medora is a small rural area with a population of 450 people located 15 miles north of Alton, Illinois. Medora Elementary is a part of the Southwestern Consolidated Unit School District #9. The district services a 175 square mile area, primarily in Macoupin and Jersey Counties. The district has approximately 1900 students, with 175 of these students at Medora Elementary School grades pre-kindergarten through 6th.

There are four elementary schools in our district that serves several small rural communities. The school district is the main employer in the area. Children from the towns of Fidelity, Summerville, Piasa, Kempher and Medora attend the Medora Elementary School. This pre-k through 6th grade center has 39% of its students on free or reduced lunch and an 8.7% mobility rate. Along with our high percentage of students on free or reduced lunch, we additionally have 23% more of our students that we feel come from disadvantaged backgrounds. These students currently receive special education services, Title 1 services, or have qualified to participate in our at-risk pre-kindergarten program. The lack of interest towards academia is apparent within the homes of many of the Medora students. Many of the students face the typical problems that come hand in hand with poverty stricken home environments, such as poor hygiene, neglect, and living with parents who abuse drugs and alcohol. Many of these families do not participate in school events or activities and apathy and negative attitudes exist towards the school.

The mission statement at Medora Elementary is that we, the staff at Medora Elementary, along with the community; strive to create a positive environment that encourages life-long learning, tolerance, respect and responsibility. We believe that all children can learn. We believe that children learn in different ways at their own pace. We believe that children should be responsible in all aspects. We believe that children should take risks and not be afraid to make mistakes and we believe learning from mistakes is a natural process and a valuable tool. We believe in providing a safe environment that is conducive to academic, social and emotional growth of all children. We believe the education of our children should reflect current times and use past experiences to help guide us to a successful future.

The teachers at Medora continuously attempt to get parents to take an active interest in the school. Students who are considered "at-risk" in language arts and math are listed as high priorities in our plans to improve our school. As a team, the teachers work on language arts and math areas specifically. Our evening and summer programs reflect a focus on language and reading for at-risk children. The certified teachers and assistants have worked with students through a tutoring program to provide these children academic support services they otherwise would not have had. The community is drawn into the school through programs such as Technology Night, our Summer Library Program, classroom events, Family Reading Night, Science Night and our Young Author Celebration. These evening activities supplement the communication efforts between the families and the school. The interaction between the community and the staff during these events offer positive relationships that grow and build a stronger support base for the children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. The school must show assessment results in reading and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.**

The attached Data Display Tables show the academic performance for the students at Medora Elementary School during the past 5 years. In the state of Illinois, 3rd and 5th graders are tested in both the areas of math and reading. For the past few years, our students have taken the ISAT test (Illinois Standards Achievement Test). During the 1997-1998 school year, the students took the IGAP (Illinois Goal Assessment Program) test. During that year, 3rd and 6th graders were assessed in math and reading.

Throughout the years, the state of Illinois has collected data from several subgroups. On the Data Display Tables, there are areas marked INA (information not available). For those areas, data was not collected and calculated during those years.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) was launched to measure student achievement of the Illinois Learning Standards. The Illinois Standards Achievement Test is administered to students in grades 3, 4, 5, 7, and 8. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

The following tables show the percentages of Medora Elementary students in each of four performance levels. Due to rounding, the sum of the percents in the four performance levels may not always equal 100. The percentage for the grade level as a state is also shown.

Exceeds State Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets State Standards: Student work demonstrates proficient knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Below State Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Show in one-half page how the school uses assessment data to understand and improve student and school performance.

Teachers and administrators use assessment data to improve instruction and modify school policies and practices. This thorough analysis has resulted in changes to curriculum, programming, and assessment procedures.

Upon receiving results from standardized and state tests as well as internal and external reviews, teachers and administrators at Medora Elementary prioritized the needs of the student population. We collected and analyzed data and prepared a report with the priorities ranked in order of importance. Five priorities were identified. These included: 1) at-risk students, 2) alignment of the Illinois School Improvement Plan and curriculum to match Illinois Learning Standards, 3) language arts (reading and writing), 4) opportunities for challenging curriculum to Gifted children, and 5) fifth grade math. Resources to support these priority areas were listed and implemented into the curriculum. Timelines were established in our Integrated Action Plan.

In order to incorporate technology into the math curriculum, teachers met on a Saturday in December to explore and familiarize themselves with math software. Teachers also met with a writing consultant, Phyllis Hostmeyer, to develop writing strategies for grades 2 – 6. Teachers at Medora Elementary are committed to developing themselves as professionals.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students and the community.

Assessment data from the state testing programs as well as Stanford Achievement Test (SAT) are presented to the community at school board meetings and at one of the several School Improvement Committee meetings held each year. We send home results with written explanation of how to read and interpret the data. State test results are also published in several community newspapers. During parent conferences, teachers review available standardized test data and local assessment data with the parents and discuss how to use the data to support their child's academic growth.

Teachers share ongoing assessments with students through individual conferences, mid-quarter grade reports, and quarterly report cards. Parents are presented with the school report card at the October STAPLE Club meeting (Parent Teacher Club). Student achievements are shared through articles published in the local newspapers and school newsletters. Award winners recognized include recipients of: Honor Roll, Magnificent Reader, Rainbow Math, Presidential Physical Fitness, Science Fair, Perfect Attendance, Presidential Excellence and Achievement Award and Young Authors.

The community is invited and encouraged to attend functions that promote lifelong learning for the children of Medora. Family Reading Night, Technology Night, Science Fair Display Night, Fine Arts Festival, Talent Show, Young Author Celebration, and Winter Musical, along with classroom activities, bring the school and community together.

3. Describe in one-half page how the school will share its successes with other schools.

In the event our school wins this award, we would be excited to share our successes with other local or state schools in the following manner. We will generate information through such media as the Internet, union and regional newsletters, county and local newspaper articles, and radio or television broadcasts. We will encourage visits and observations from other elementary schools. We will share our knowledge and successes with Education Departments at institutions of higher learning- Southern Illinois University of Edwardsville, Blackburn College, McKendree

College, Greenville College, Pricipia College, Millikin University, Illinois College, University of Illinois at Springfield and Lewis and Clark Junior College. We will share our successful strategies by partnering with the Regional Office of Education to expose our unique programs. We would also be willing to visit other schools and council with other educators.

It would be a great honor to receive this award. We are proud of Medora Elementary School students and are willing to share their successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Medora Elementary School’s curriculum focuses on traditional learning areas. High standards are held for students in all of the following disciplines.

Language Arts (reading, writing, English and thinking skills): A basal reading series is used in kindergarten through sixth grade. Along with the series, teachers use other resources to engage students in the Language Arts process. Students read leveled literature books and check their mastery of the story by completing computer-generated tests. The Alpha program is utilized in the kindergarten and first grade classrooms to supplement the basal series and reinforce phonics skills. Students participate in reading incentive programs that encourage the love of reading. Literature sets are used school-wide to motivate students to read literature and apply learned information across the other curricular areas. Writing instruction commences in kindergarten, and layers in complexity through the years to address the needs of writing in the narrative, expository and persuasive styles.

Math: Our curriculum utilizes four components to enhance the study of mathematics. Teaching practices employ the use of manipulatives, cooperative group work, problem solving approaches and the use of technology. The second facet of math is problem solving utilizing word problems, everyday problems, problem solving strategies, open-ended problems and investigations. Math is used as communication and as a reasoning tool. Our curriculum addresses these components through a standard math series as well as outside resource materials such as Rainbow Math, Problem of the Day and Math Journals.

Social Studies and Science: To ensure that students are exposed to a curriculum rich in content and built on inquiry, teachers supplement the textbook with guest speakers, Weekly Reader newspapers, fieldtrips, hands-on learning, experiments and related projects (ex: Science Fair). The needs of our gifted students are met through a pull-out TAG (Talented and Gifted) program with an emphasis on social science. Our curriculum is aligned with the Illinois Learning Standards to ensure that students are exposed to all elements of science and the social sciences.

Art and Music: Students receive fine art instruction once a week from certified art and music teachers. Creative artwork is prominently displayed throughout the building and in business and government locations within Medora. Art and music are also integrated in the curriculum with exposure to materials, cultures and history. Music programs are performed for the community throughout the year and we host an art fair at the end of the school year.

Physical Education and Health: A certified PE teacher provides two class periods of instruction each week. Classroom teachers, following the PE curriculum, provide additional PE instruction. The community is heavily involved in our Physical Education program by integrating the Jump Rope for Heart Program, Little Bird Basketball, Little Bird Cheerleaders, County Wide Hoop Shoots and Bike Safety Programs.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

The reading curriculum at Medora Elementary promotes effective, voluntary, self-motivated, lifelong reading. Our program is balanced with a combination of Best Practices in Reading. Guided by the recommendation of Best Practices, Second Edition by Zemelman,

Daniels, and Hyde, Heinmann, Portsmouth, NH, 1998, our curriculum approaches reading via the following methods:

Best Practices in Reading:

Teachers at every level apply them in a manner appropriate to the maturity of the learner

- Reading aloud to students
- Provide time for independent reading
- Children's choice of their own reading materials
- Exposing children to a wide and rich range of literature
- Teacher modeling and discussing his/her own reading processes
- Primary instructional emphasis on comprehension
- Teaching reading as a process:
 - Use strategies that activate prior knowledge
 - Help students make and test predictions
 - Structure help during reading
 - Provide after reading applications
- Social, collaborative activities with much discussion and interaction
- Grouping by interest or book choices
- Silent reading followed by discussion
- Teaching skills in the context of whole and meaningful literature
- Writing before and after reading
- Encouraging inventive spelling
- Use of reading in content fields (historical literature in Social Studies)
- Evaluation that focuses on higher order thinking processes
- Measuring success of reading program by students' reading habits, attitudes, and comprehension

In conclusion, our reading curriculum forges a link between reading and student success.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our mission statement compels us to challenge all children by holding high expectations for each child. In order to gain a comprehensive picture of our instructional program we have implemented administering the Stanford Achievement Test for students in second through sixth grades and the Illinois Standards Achievement Test for students in third, fourth and fifth grades.

Our math curriculum is aligned with the Illinois Learning Standards and is unified throughout the Southwestern School District. The following are considered BEST PRACTICES in the mathematics classroom. Teachers at every level apply them in a manner appropriate to the maturity of the student.

- Use of investigations and problem solving as a means and goal of instruction
- Frequent use of open-ended problems
- Application of mathematical concepts to real-world situations
- Use of a variety of instructional formats-small groups individual explorations, peer instruction, whole class discussions, and project work
- Use of calculators and computers as tools in problem solving and investigations
- Use of physical objects-manipulatives, drawings, measurement tools, computer programs-for problem solving and making abstract concepts understandable to students

- Investigations and extensions to discover patterns and formulate rules
- Communication of mathematical ideas, orally and in writing
- Increased attention to conceptual development and applications, and decreased attention to rote learning of number facts and algorithms
- In the elementary grades, fact families should be taught and practiced in the context of patterns, skip counting, manipulatives, and games. It can be expected that most students will know addition and subtraction facts by the end of second grade, and multiplication and division facts by the end of fourth grade.

At Medora Elementary, we pride ourselves in creating students that are life-long learners. We believe the education of our children should reflect current times, and use past experiences to help guide them to a successful future.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Medora Elementary embrace the fact that each child learns differently and employ a wide variety of instructional methods to meet the needs of the learner. The following snapshots of instructional methods provide focus for the learning process.

- **Integrating language arts** across the curriculum fosters literacy.
- **Discovery learning** allows children to answer questions and contributes to a lifelong love of learning.
- A **thematic approach** organizes subject matter around a unifying theme.
- **Questioning techniques** require higher-level thinking and reflection.
- Material is presented for a variety of **learning styles** to accommodate **multiple intelligences**.
- **Hands-on learning** ensures student learning of new and unfamiliar concepts.
- **Classroom discussion** is emphasized as a powerful tool for student and teacher learning.
- **Cooperative learning** and **brainstorming** are used to maximize learning and generate creative thinking.
- **Student journals** are kept to record academic and personal growth.
- **Advanced organizers** are constructed to apply what students know to what they are learning.
- **Technology** is aimed to enhance meaningful learning.
- **Modeling** and **demonstrations** are planned to encourage new ways of thinking.
- **Project based learning** creates opportunities for students to make the connection between the classroom and the real world.
- **Simulations** and **games** are designed to motivate and reinforce skills.

We believe that children learn in different ways and at their own pace. Teachers at Medora Elementary employ a variety of these instructional methods to meet the needs of the learner.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Continued professional development programs have effectively enhanced our students' achievement at Medora Elementary School. The Urban Education Grant, of 2000-2001 and 2001-2002, allowed our faculty to attend various grade level conferences and workshops offered throughout the state. This grant also allowed the Medora teachers the opportunity to attend meetings with a focus on alignment of the curriculum both vertically and horizontally to state goals. Further staff development workshops were provided during the summer months at a district level

Test scores rose in the areas of language arts and math as a direct result of the professional development of the staff. Teachers utilized best practices and effective strategies in both areas. Student portfolios in language arts and math were constructed as assessment tools. Teachers gained knowledge of technology and brought these skills into the classroom. Procedures for identifying at-risk students were implemented and crisis prevention and interventions were instituted.

Our dedicated staff at Medora Elementary strives to create a positive environment that encourages life-long learning, tolerance, respect, and responsibility. We acknowledge the importance of ongoing professional development to achieve these goals.

ILLINOIS STANDARDS ACHIEVEMENT TEST RESULTS

3rd Grade Reading Test Results

Medora Elementary School
Medora, IL

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
NUMBER OF STUDENTS IN GRADE LEVEL TESTED	20	25	29	23	35
Percentage of Students tested at grade level	100%	100%	97%	96%	INA
<u>SCORES FOR ALL STUDENTS</u>					
Exceeds State Standards	40%	36%	21%	55%	24%
Meets State Standards	50%	56%	64%	45%	58%
Below State Standards	10%	8%	14%	0%	18%
Academic Warning	0%	0%	0%	0%	INA
<u>SUBGROUP SCORES</u>					
1. Students with an IEP or 504 Plan					
Exceeds State Standards	0%	60%	0%	N/A	INA
Meets State Standards	50%	40%	100%	N/A	INA
Below State Standards	50%	0%	0%	N/A	INA
Academic Warning	0%	0%	0%	N/A	INA
2. Non-Disabled Students					
Exceeds State Standards	44%	30%	23%	55%	INA
Meets State Standards	50%	60%	62%	45%	INA
Below State Standards	6%	10%	15%	0%	INA
Academic Warning	0%	0%	0%	0%	INA
3. Low-Income Students					
Exceeds State Standards	50%	13%	INA	INA	INA
Meets State Standards	50%	75%	INA	INA	INA
Below State Standards	0%	13%	INA	INA	INA
Academic Warning	0%	0%	INA	INA	INA
<u>STATE SCORES</u>					
Exceeds State Standards	19%	19%	21%	17%	21%
Meets State Standards	44%	43%	41%	44%	51%
Below State Standards	31%	31%	32%	31%	28%
Academic Warning	7%	7%	6%	8%	INA

INA= Information was Not Available (that particular information was not gathered during that year)
N/A= Not Applicable (there were no students tested in this area)

ILLINOIS STANDARDS ACHIEVEMENT TEST RESULTS

3rd Grade Math Test Results

Medora Elementary School
Medora, IL

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
NUMBER OF STUDENTS IN GRADE LEVEL TESTED	20	25	29	23	35
Percentage of Students tested at grade level	100%	100%	100%	96%	INA
<u>SCORES FOR ALL STUDENTS</u>					
Exceeds State Standards	45%	40%	21%	55%	18%
Meets State Standards	55%	56%	52%	41%	82%
Below State Standards	0%	0%	28%	5%	0%
Academic Warning	0%	4%	0%	0%	INA
<u>SUBGROUP SCORES</u>					
1. Students with an IEP or 504 Plan					
Exceeds State Standards	50%	40%	0%	N/A	INA
Meets State Standards	50%	60%	67%	N/A	INA
Below State Standards	0%	0%	33%	N/A	INA
Academic Warning	0%	0%	0%	N/A	INA
2. Non-Disabled Students					
Exceeds State Standards	44%	40%	23%	55%	INA
Meets State Standards	56%	55%	50%	41%	INA
Below State Standards	0%	0%	27%	5%	INA
Academic Warning	0%	5%	0%	0%	INA
3. Low-Income Students					
Exceeds State Standards	50%	25%	INA	INA	INA
Meets State Standards	50%	75%	INA	INA	INA
Below State Standards	0%	0%	INA	INA	INA
Academic Warning	0%	0%	INA	INA	INA
<u>STATE SCORES</u>					
Exceeds State Standards	30%	28%	23%	21%	27%
Meets State Standards	44%	46%	46%	47%	65%
Below State Standards	19%	18%	21%	20%	8%
Academic Warning	7%	8%	10%	12%	INA

INA= Information was Not Available (that particular information was not gathered during that year)
N/A= Not Applicable (there were no students tested in this area)

ILLINOIS STANDARDS ACHIEVEMENT TEST RESULTS

5th Grade Reading Test Results

Medora Elementary School
Medora, IL

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
NUMBER OF STUDENTS IN GRADE LEVEL TESTED	27	23	35	36	30 (6 th graders)
Percentage of Students tested at grade level	100%	100%	94%	86%	INA
<u>SCORES FOR ALL STUDENTS</u>					
Exceeds State Standards	41%	30%	21%	32%	23%
Meets State Standards	41%	48%	55%	45%	54%
Below State Standards	19%	22%	24%	23%	23%
Academic Warning	0%	0%	0%	0%	INA
<u>SUBGROUP SCORES</u>					
1. Students with an IEP or 504 Plan					
Exceeds State Standards	N/A	N/A	N/A	N/A	INA
Meets State Standards	N/A	N/A	N/A	N/A	INA
Below State Standards	N/A	N/A	N/A	N/A	INA
Academic Warning	N/A	N/A	N/A	N/A	INA
2. Non-Disabled Students					
Exceeds State Standards	41%	30%	21%	32%	INA
Meets State Standards	41%	48%	55%	45%	INA
Below State Standards	19%	22%	24%	23%	INA
Academic Warning	0%	0%	0%	0%	INA
3. Low-Income Students					
Exceeds State Standards	25%	40%	INA	INA	INA
Meets State Standards	42%	40%	INA	INA	INA
Below State Standards	33%	20%	INA	INA	INA
Academic Warning	0%	0%	INA	INA	INA
<u>STATE SCORES</u>					
Exceeds State Standards	22%	25%	20%	24%	21%
Meets State Standards	37%	34%	39%	37%	49%
Below State Standards	39%	40%	41%	38%	30%
Academic Warning	1%	1%	0%	1%	INA

INA= Information was Not Available (that particular information was not gathered during that year)
N/A= Not Applicable (there were no students tested in this area)

ILLINOIS STANDARDS ACHIEVEMENT TEST RESULTS

5th Grade Math Test Results

Medora Elementary School
Medora, IL

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
NUMBER OF STUDENTS IN GRADE LEVEL TESTED	27	23	35	36	30 (6 th Graders)
Percentage of Students tested at grade level	100%	100%	94%	92%	INA
<u>SCORES FOR ALL STUDENTS</u>					
Exceeds State Standards	7%	9%	3%	0%	26%
Meets State Standards	85%	70%	79%	61%	70%
Below State Standards	7%	22%	18%	36%	4%
Academic Warning	0%	0%	0%	3%	INA
<u>SUBGROUP SCORES</u>					
1. Students with an IEP or 504 Plan					
Exceeds State Standards	N/A	N/A	N/A	0%	INA
Meets State Standards	N/A	N/A	N/A	100%	INA
Below State Standards	N/A	N/A	N/A	0%	INA
Academic Warning	N/A	N/A	N/A	0%	INA
2. Non-Disabled Students					
Exceeds State Standards	7%	9%	3%	0%	INA
Meets State Standards	85%	70%	79%	59%	INA
Below State Standards	7%	22%	18%	38%	INA
Academic Warning	0%	0%	0%	3%	INA
3. Low-Income Students					
Exceeds State Standards	0%	0%	INA	INA	INA
Meets State Standards	92%	80%	INA	INA	INA
Below State Standards	8%	20%	INA	INA	INA
Academic Warning	0%	0%	INA	INA	INA
<u>STATE SCORES</u>					
Exceeds State Standards	8%	6%	5%	3%	25%
Meets State Standards	55%	55%	52%	56%	64%
Below State Standards	32%	34%	37%	37%	11%
Academic Warning	5%	4%	6%	4%	INA

INA= Information was Not Available (that particular information was not gathered during that year)

N/A= Not Applicable (there were no students tested in this area)