

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

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

Official School Name Shiloh Elementary School (As it should appear in the official records)

School Mailing Address 21751N 575th Street (If address is P.O. Box, also include street address)

Hume Illinois 61932-9707 City State Zip Code+4 (9 digits total)

Tel. (217)887-2364 Fax (217) 887-2209

Website/URL www.shiloh.k12.il.us/ Email cwhite@shiloh.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 Mr. Wayne Ingalls (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shiloh C.U.S.D. #1 Tel. (217)887-2364

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. Judy Tharp (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: 2 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 4 TOTAL

2. District Per Pupil Expenditure: \$5,540
 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. 9 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	13	8	21		7				
1	12	8	20		8				
2	8	13	21		9				
3	9	13	22		10				
4	7	12	16		11				
5	11	5	18		12				
6	11	9	20		Other	2	3	5	
143			TOTAL STUDENTS IN THE APPLYING SCHOOL						

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>98.6</u> % White |
| <u>0</u> % Black or African American |
| <u>0</u> % Hispanic or Latino |
| <u>1.4</u> % Asian/Pacific Islander |
| <u> </u> % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 22.07%

(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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	145
(5)	Subtotal in row (3) divided by total in row (4)	.2207
(6)	Amount in row (5) multiplied by 100	22.07

8. Limited English Proficient students in the school: 0%
0% Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 52.4%
75 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: $\frac{32.2\%}{46}$ 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> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 19</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 21</u> Speech or Language Impairment
<u> 5</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1</u>
Classroom teachers	<u> 8</u>	<u> </u>
Special resource teachers/specialists	<u> 4</u>	<u> 6</u>
Paraprofessionals	<u> 1</u>	<u> 1</u>
Support staff	<u> 5</u>	<u> </u>
Total number	<u> 18</u>	<u> 8</u>

12. Student-“classroom teacher” ratio: 1/17.4

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	96.8%	96.8%	96.2%	96.4%	92.6%
Daily teacher attendance	94.6%	96.7%	96.2%	97.2%	96.8%
Teacher turnover rate	0%	8%	8%	17%	0%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Shiloh Elementary School, Hume, Illinois, houses grades PreK-6 in one wing of a PreK-12 building. The Shiloh District serves the population of six small rural villages and their surrounding countryside. The Shiloh building is situated approximately one mile southeast of the Village of Hume, Illinois. The primary industry for the greater Shiloh Community is agriculture. However, district residents travel to surrounding population centers to work in diverse endeavors.

The staff of Shiloh Elementary School effectively implements the mission statement: To challenge all students to achieve to their maximum potential by providing quality education focused on meeting the unique needs of each individual student with participation by, and the support of, the community.

Shiloh Elementary takes pride in the safe, friendly environment in which its students learn. Class sizes are very manageable, the faculty is experienced and student oriented, and parents have ready access to their children's teachers. The Shiloh Elementary staff firmly believes in the philosophy of meeting the needs of the individual student, and this attitude is evidenced in the expectation that each student will be successful in meeting state and local educational standards. Standardized assessments testify to the fact that our students not only meet, but typically exceed those expectations. It is not at all unusual for some of our classes' testing outcomes to be among the highest of schools in the East Central Illinois area.

Effective discipline is a hallmark of our school. Our discipline policy reflects firm, but not harsh expectations for social behavior and academic performance. It is the Shiloh philosophy that we care enough about each child that we will make whatever effort is necessary in order to assure his/her success, both in the classroom and on the playground. Our teachers are strongly invested in the development of character and citizenship within our student body, and learning is focused on both academics and personal development.

In order to foster a healthy, growth-oriented atmosphere for all students, we offer several programs for special needs students. We also offer elementary counseling services, education in the arts, and exposure to the greater world through field trips and other "hands-on" experiences to the population at large.

Shiloh Elementary School values the unique gifts of the individual student, while helping the individual learn to utilize those gifts to serve self and others. It is our goal to help each student adopt expectations for success and achievement so that she/he may one day be able to live in society as a healthy, well-balanced individual.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Illinois Standards Achievement Test is used to measure the extent to which students are meeting the Illinois Learning Standards. Illinois teachers and curriculum experts developed the ISAT test in cooperation with the Illinois State Board of Education. The ISAT is only administered to students in the third and fifth grade.

Results are presented as the percent of students scoring in each performance level relative to the Illinois Learning Standards. The ISAT performance level descriptions are:

- Exceeds Standards: Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students can consistently use their knowledge and skills to solve problems and evaluate the results.
- Meets Standards: Students' work shows that they have the knowledge and skills in the learning area. Students can consistently use and apply their knowledge and skills to solve problems.
- Below Standards: Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.
- Academic Warning: Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstanding.

During the four years the Illinois Standards Achievement Test has been administered, the percent of Shiloh Elementary students scoring at the academic warning level has been reduced to zero (0). During the same period the percent of students scoring at the meets or exceeds level has greatly increased in both the third and fifth grades. From 1999 to 2002 in reading, third grade has improved from sixty-seven (67) percent to ninety-four (94) percent of the students scoring at meets or exceeds. In fifth grade, improvement was from fifty-eight (58) percent to eighty-one (81) percent.

From 1999 to 2002 in math, third grade improved from fifty-five (55) percent to ninety-four (94) percent scoring at meets or exceeds. For fifth grade, the improvement was from thirty-five (35) to eighty-six (86) percent.

No Shiloh Elementary School students are excluded from the ISAT.

2. Shiloh Elementary School successfully uses a variety of assessment tools and data to understand and improve student and school performance. Stanford Achievement Tests are administered at all levels. Grade equivalency data from these tests are a part of the criteria used to determine children to receive Title help or after school tutoring. Scores, in specific areas, are part of the information used to select students for gifted classes. Our School Improvement Team and individual teachers use the class composite data from the Stanford Achievement Tests and Illinois Standards Achievement Test to determine areas of strength and weakness and then address those areas. When writing scores were low, writing workshops were implemented and writing portfolios were initiated at all grade levels. Individual teachers may change their methods or strategies for teaching a specific concept if assessment data indicate the majority of the students are having difficulty. Accelerated Reader and Accelerated Math are both used in our school. Both programs provide individual assessments for the children, with specific suggestions for ways to improve their performance on books they read and on math skills. These reports may be accessed at any time, and are often published weekly. STAR tests are given at least twice a year. Students can use the information from the STAR test to choose books to

successfully read at their ability level. Daily assessments are made using rubrics, daily work, tests and presentations. These assessments are used to determine if reteaching activities are needed. Class report cards are level appropriate and report student growth. Shiloh Elementary School's staff is dedicated to using all tools, including assessment data, available to them to further enhance their students' education.

3. Shiloh Elementary School uses a variety of methods to communicate student performance. Classroom performance of individual students is reported to parents with quarterly progress reports. Parent-teacher conferences are held at the end of the first and third quarters of the school year. Parents are also encouraged to schedule a conference at any time they want to discuss their child's performance. Students are informed of their performance on a daily basis and student-teacher conferences are held as needed.

Individual assessment data is reported to parents by providing them with a copy of their child's Stanford Achievement Test results and the Illinois Standards Achievement Test results. If there are any questions about these results, a parent-teacher conference is scheduled.

Group assessment data is communicated to parents, community members, and the Board of Education. A special test report is given to the Board of Education by the counselor and/or principal. This report includes a chart of the test scores for the past several years.

Assessment data is also included in the Shiloh School District Report Card which can be accessed on the Shiloh District website by parents and community members. Newspaper articles and the district newsletter are also used to communicate student performance.

4. Shiloh Elementary School will share its successes with other schools through a written report, information on a web page, workshop presentations, and hosting visitors to our school.

A written report containing curriculum ideas and instructional methods that have been successful will be developed by the staff. This report will also be made available on the Shiloh School District web page.

Teacher panels consisting of three to four teachers can develop presentations to share our success during other school's professional development workshops and regional conferences.

Shiloh Elementary School would also be willing to allow teachers to visit our school for the purpose of observing classrooms and discussing the reasons for our success with the teachers in our school.

PART V – CURRICULUM AND INSTRUCTION

1. The students of Shiloh Elementary School are engaged in a comprehensive elementary curriculum that includes language arts (reading, phonics, spelling, library, language), mathematics, science, social studies, fine arts (music, art), and physical education. Although not currently offered, enrichment instruction for all students in French and Spanish has been provided in past years. Gifted students receive special instruction in Great Books, physical science, and history. Technology is integrated throughout the curriculum.

Curriculum profiles, which state the concepts and skills that each student should know and/or be able to do by the end of each grade, have been developed for each content area. These profiles are aligned with the Illinois Learning Standards and ensure that our students are expected to perform at the high level established by the State of Illinois. In order to strengthen the curriculum beyond the level required by the Illinois Learning Standards, additional concepts and skills, as determined by the faculty, are also taught.

One content area in the curriculum is reviewed each year in order to meet the needs of the students and to continue to provide significant content that meets the high expectations of the Illinois Learning Standards. All faculty members participate in the review process.

At the primary level, the Shiloh Elementary curriculum emphasizes basic skills and concepts in the areas of language arts and mathematics. Established state standards are also met in the other content areas. As students progress in the curriculum, there are additional requirements for the skills of reasoning, higher level concepts, and skill applications.

Although an established curriculum is extremely important for student success, Shiloh Elementary teachers realize they are responsible for making the curriculum come alive. The teachers expect all students to learn, and they are committed to helping the students meet the high standards that have been established. Learning at Shiloh Elementary School is a shared responsibility of the students, parents, and teachers.

2. The Shiloh Elementary staff believes all elements of reading must be in place for the students to have life long reading success. Shiloh uses a basal reading program for basic instruction. The basal reading program is supplemented with a variety of the best reading practices to ensure learning for all Shiloh students. Some of the practices include use of trade books and a modified 4-Block Reading program. In addition to the basal, direct phonics instruction is given to aid comprehension, fluency and strengthen spelling skills. Writing is also an integral part of our program with planned writing development throughout K-6. Independent continuous reading practice and motivation are supported through the use of the Accelerated Reader Program. Well stocked and managed libraries are available. Also, the Shiloh Elementary staff is offered opportunities to learn new reading methodologies and teaching techniques as part of our professional development program. Furthermore, Title I Reading and Speech services support the total reading effort. Finally, strong parent support starts in our Early Childhood Program and continues throughout the elementary grades. We feel our approach to reading instruction is successful because it meets the various needs and learning styles of the Shiloh Elementary students.

3. The science curriculum at Shiloh Elementary School directly relates to the Illinois Learning Standards, using a basic science text and numerous “hands-on” opportunities. Two

school-yard habitat grants were received in the past three years: East Central Illinois Natural Habitat Laboratories and Illinois School-Yard Action Grant. As a result of these, all elementary classes are involved with individual classroom garden/flower beds, a butterfly garden, a native Illinois prairie plant plot, and tree wind breaks. Planting seeds, researching prairie plants, using math skills, learning about Illinois history, related literature stories, journals, and art activities are a few of the “hands-on” learning experiences provided by the outdoor classrooms. Support help has been received from the Shiloh High School agriculture and science classes, use of the agriculture greenhouse, a local nursery, state biologist, and community volunteers in developing and maintaining the school-yard habitats. An established prairie developed by the high school also provides an outdoor classroom for observing wildlife and authentic Illinois prairie plants.

Other excellent opportunities for learning science concepts are also provided. Two high school science teachers are an excellent resource for teaching gifted science. A series of gifted classes are taught every year to all grade levels. An ecology team of fifth and sixth grades compete in a regional eco-meet every fall. A primary class visits an area nature center every fall and spring to study differences in nature in the two seasons. Fourth and fifth grades study weather extensively. A local television station provides a Weather School for the fifth grade. Every spring the fourth and fifth grades conduct a Science Fair. Students share their knowledge of the scientific method and science concepts with the other classes, teachers and parents.

Shiloh Elementary School strives to provide a science curriculum to meet the Illinois Learning Standards in a way that stimulates each student to meet his /her potential as a learner of scientific concepts.

4. Shiloh Elementary School uses many different instructional methods to improve student learning. Mixed grouping is the most common method of grouping used in our school. However, in the area of Language Arts, we encourage multi-level group reading sessions, small group instruction provided by special teachers, and partner reading. We encourage students to keep and illustrate journals and contribute to their writing portfolios. Many of our classes correspond with “writing pals” as well.

Technology and the use of our computer lab also play an important part in the education of our children. The Accelerated Reader and Accelerated Math programs are used to encourage independent learning. Math manipulatives are used in the primary grades. The classrooms are arranged with various learning centers to ensure both co-operative and individual learning. Classes develop age-appropriate science projects and related field trips are promoted.

We rely on student, parent, and community members to contribute to the variety of instructional methods used in our school. Our high school students serve as aides and mentors. Our parents are invaluable in helping with homework, returning School-Home Links, and supporting various other projects. Our community members read with our children, work as classroom helpers, serve as classroom speakers, and volunteer where they are needed.

We at Shiloh Elementary School endeavor to take advantage of as many instructional methods as possible in order for our students to be successful.

5. A goal in the Shiloh Elementary School Improvement Plan is to implement a focused staff development program. After conducting a needs assessment, the following areas were selected for professional development: reading, math, writing, integration of technology, and

implementation of learning standards. Professional development is provided through in-district workshops and out-of-district workshops and conferences. After attending external workshops, teachers are asked to share their new knowledge with other staff members.

We feel our students' success on the Illinois Standards Achievement Test is related to the new strategies and methods that have been implemented as a result of staff development activities. For example, after unsatisfactory writing scores on the ISAT, all teachers received additional training in teaching writing skills. Student's daily writing skills as well as the ISAT scores improved greatly (see attached test score chart). We feel the improved student achievement in reading and math is also related to professional development in those areas.

**Shiloh Elementary School
Hume, Illinois
Illinois Standards Achievement Test**

Publication Year *

Publisher Illinois State Board of Education

READING – GRADE 3

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
TOTAL				
Academic Warning	0%	0%	5%	0%
Below Standards	6%	14%	18%	33%
Meets or Exceeds Standards	94%	85%	78%	67%
Number of students tested	16	14	22	21
Percent of total students tested	100%	100%	100%	95% **
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
STATE SCORES				
TOTAL				
Academic Warning	7%	7%	6%	8%
Below Standards	31%	31%	32%	31%
Meets or Exceeds Standards	63%	62%	62%	61%

* A new edition is published each year.

** One student absent.

Note: No ethnic/racial or socioeconomic groups comprise sufficient numbers to be statistically significant.

No groups are excluded from the test.

**Shiloh Elementary School
Hume, Illinois**

Illinois Standards Achievement Test

Publication Year *

Publisher Illinois State Board of Education

MATH – GRADE 3

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
TOTAL				
Academic Warning	0%	7%	5%	9%
Below Standards	6%	7%	9%	36%
Meets or Exceeds Standards	94%	86%	87%	55%
Number of students tested	16	14	22	22
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
STATE SCORES				
TOTAL				
Academic Warning	7%	8%	10%	9%
Below Standards	19%	18%	21%	35%
Meets or Exceeds Standards	74%	74%	69%	56%

* A new edition is published each year.

Note: No ethnic/racial or socioeconomic groups comprise sufficient numbers to be statistically significant.

No groups are excluded from the test.

**Shiloh Elementary School
Hume, Illinois**

Illinois Standards Achievement Test

Publication Year *

Publisher Illinois State Board of Education

MATH – GRADE 3

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
TOTAL				
Academic Warning	0%	7%	5%	9%
Below Standards	6%	7%	9%	36%
Meets or Exceeds Standards	94%	86%	87%	55%
Number of students tested	16	14	22	22
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
STATE SCORES				
TOTAL				
Academic Warning	7%	8%	10%	9%
Below Standards	19%	18%	21%	35%
Meets or Exceeds Standards	74%	74%	69%	56%

* A new edition is published each year.

Note: No ethnic/racial or socioeconomic groups comprise sufficient numbers to be statistically significant.

No groups are excluded from the test.

**Shiloh Elementary School
Hume, Illinois**

Illinois Standards Achievement Test

Publication Year *

Publisher Illinois State Board of Education

READING – GRADE 5

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
TOTAL				
Academic Warning	0%	0%	0%	0%
Below Standards	19%	20%	42%	42%
Meets or Exceeds Standards	81%	80%	58%	58%
Number of students tested	21	20	19	26
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
STATE SCORES				
TOTAL				
Academic Warning	1%	1%	0%	1%
Below Standards	39%	40%	41%	38%
Meets or Exceeds Standards	59%	59%	59%	61%

* A new edition is published each year.

Note: No ethnic/racial or socioeconomic groups comprise sufficient numbers to be statistically significant.

No groups are excluded from the test.

**Shiloh Elementary School
Hume, Illinois**

Illinois Standards Achievement Test

Publication Year *

Publisher Illinois State Board of Education

MATH – GRADE 5

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	February	February
SCHOOL SCORES				
TOTAL				
Academic Warning	0%	0%	0%	12%
Below Standards	14%	30%	47%	54%
Meets or Exceeds Standards	86%	70%	53%	35%
Number of students tested	21	20	19	26
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
STATE SCORES				
TOTAL				
Academic Warning	5%	4%	6%	6%
Below Standards	32%	34%	37%	39%
Meets or Exceeds Standards	55%	61%	57%	56%

* A new edition is published each year.

Note: No ethnic/racial or socioeconomic groups comprise sufficient numbers to be statistically significant.

No groups are excluded from the test.