

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address Post Office Box 70, 5th and Dale Streets (If address is P.O. Box, also include street address)

Dahlgren IL 62828-0070 City State Zip Code+4 (9 digits total)

Tel. (618) 736-2316 Fax (618) 736-2057

Website/URL www.unit10.com E-mail hamcunit10@hotmail.com

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

Name of Superintendent* Mr. Vince Mitchell (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County C.C.U.D. #10 Tel. (618) 643-2328

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 Mr. John Ewald (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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: __3__ Elementary schools
 __0__ Middle schools
 __1__ Junior high schools
 __1__ High schools
 _____ Other (Briefly explain)
- __5__ TOTAL

2. District Per Pupil Expenditure: \$7,365
- Average State Per Pupil Expenditure: \$8,181

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. 4_____ 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	2	15	7			
1	8	13	21	8			
2	9	8	17	9			
3	12	12	24	10			
4	11	14	25	11			
5	17	7	24	12			
6	11	9	20	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							146

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

<u> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 17 </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

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 7 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 4 </u>
Paraprofessionals	<u> 3 </u>	<u> 2 </u>
Support staff	<u> 4 </u>	<u> 1 </u>
Total number	<u> 17 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 1:21

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>132.85</u>	<u>124.15</u>	<u>123.26</u>		
Daily teacher attendance	<u>93%</u>	<u>94%</u>	<u>95%</u>		
Teacher turnover rate	<u>28%</u>	<u>0%</u>	<u>0%</u>		
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.

Dahlgren Elementary School is a small rural school located in Dahlgren, Illinois. Dahlgren is largely an agriculture community, with employment opportunities in area towns. The county has a high unemployment rate. In 2002-2003, 42.7% of Dahlgren students were economically disadvantaged as defined by qualification for free/reduced lunches. Dahlgren is a close-knit community with a population of 550 residents, 4 churches, a bank, post office, restaurant, lumberyard, and a hardware store.

The primary function of Dahlgren School is to serve the children of our community by providing them with a comprehensive education that acknowledges the differences among people, validates their vocational interests and aspirations and enhances their abilities in order to enable all students to become contributing members of our democratic society. Emphasis is placed on preparing students to react responsibly to changes in our global society. Dahlgren School works cooperatively with parents and the community to help all students develop an understanding and a respect for themselves as well as for the integrity, opinions, dignity, and worth of others in their daily lives. Dahlgren School's motto "In Search of Excellence" reflects continuing efforts to implement this philosophy.

Dahlgren School has a very active Parent Teacher Organization with regular monthly meetings. The Parent Teacher Organization provides field trips, books for our library, playground equipment, assembly programs and activities, and a great deal of support for our students. Our Partners in Education Parent Volunteer Program provides invaluable enrichment for our students. Volunteer teachers have taught Spanish classes, arts and crafts activities, culinary arts, and a variety of science units to our students. Community members and parents voluntarily coach organized sports activities including flag football and boys/girls basketball. All of these activities enhance the educational environment at Dahlgren School where we are always "In Search of Excellence".

Dahlgren School has a safe and supportive learning environment. Our experienced staff provides a welcoming environment to students and parents. The teachers have exhibited a willingness to apply new techniques and ideas to foster learning in an inviting climate. Teachers always provide words of encouragement at appropriate places and willingly initiate new ideas.

The teachers at Dahlgren School have established guidelines defining the rules of work and of behavior for the learning environment. These guidelines, as simple and few as possible, are designed to guarantee that all learners will be engaged in quality learning and they will not disrupt one another's learning opportunities through their behavior.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Dahlgren Elementary School regards assessment as an important part of the teaching and learning process. Our staff administers reading and mathematics assessments that are designed to measure gradual progress to ensure students meet state goals and outcomes at each level. Students at the 3rd and 5th grade level take Illinois Standard Achievement Tests in reading, writing, and mathematics. ISAT measures the extent to which students are meeting the Illinois Learning Standards set forth in 1997. ISAT performance level descriptors are divided into 4 areas:

Exceeds standards – students' work is outstanding and shows comprehension, 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 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 apply it only in limited ways.

Academic warning: students' work shows 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.

In the area of Language Arts, 90% of students at the 3rd grade level and 82% of students at the 5th grade level met or exceeded state standards. In the area of Mathematics, 100% of the 3rd grade students and 94% of the 5th grade students met or exceeded state standards. The staff at Dahlgren school understands that reading and mathematic skills are an essential foundational requirement in all academics and help provide the students with the opportunity to be successful. The results of the assessment exhibit our students overall achievement in these academic areas.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The Dahlgren School staff meets in September for the first in-service to gather, analyze, and interpret data. Staff gathers information from the school report card, ISAT scores, and Terra Nova Test results to aid in preparing a school improvement plan. Additional information is gathered from report cards, communication between teachers, parent surveys and parent/teacher conferences, and a Needs Assessment Survey from the Regional Office of Education. Weak areas are identified and enrichment activities are implemented in order to ensure that all students are able to perform to their highest potential, enabling them to either meet or exceed the learning standards set in all core subjects. Throughout the year, we continually monitor our progress with a comprehensive profile of each student including both formal and informal assessments, such as measuring reading rate and accuracy, teacher observations, performance tasks, writing samples, and a variety of classroom activities. The Illinois State Achievement Test is our final comprehensive evaluation. A new school improvement plan is developed each school year and is used to continually monitor the performance of our students.

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

The Illinois School Report Card and the School Improvement Plan are crucial for staff members when planning and preparing lessons and activities for students. This information is also very valuable for the parents and community members. The Illinois School Report Card contains detailed information about the performance of Dahlgren School students on the ISAT testing relative to our district and state. This data can be found on the school's website and is presented to the Board of Education. A copy of this information may also be requested in the school office. The School Improvement Plan is attached to the Illinois School Report Card. Local assessment data is reported to parents eight times per year in the form of student report cards and progress reports. Additional information is shared at parent orientation and parent/teacher conferences. The honor roll is listed quarterly through newspaper publications and an honors assembly is held at the end of the year with students, parents, and many members of the community in attendance. Students from Dahlgren School participate in several county-wide activities including the Young Authors contest and the Hamilton County Spelling Bee that allows them to exhibit their successful performance in these areas.

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

Dahlgren School is pleased to share its successes with other schools. Hamilton County Unit #10 has a website with a link to Dahlgren School's web pages. Classes and individual students are often featured in our local newspaper to showcase honors and activities. This publicity serves as a vehicle for our school to be a role model for other local schools and increases the pride students take in their academic achievement. Staff members at Dahlgren school participate in a Regional School Improvement Committee that meets monthly at the Regional Office of Education to share areas of student success with educators from around the region. Some staff members are also involved with the local Educational Excellence Committee that meets monthly as well to share and discuss ways of enhancing our curriculum. Staff members contribute to the Round Table discussions held at the Mt. Vernon Teacher's Conference and have presented sessions at Challenge Saturday, a local weekend academic enrichment program. Teachers network with other teachers and schools within the district to share new ideas and successful strategies in many of the core curriculum areas.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Dahlgren Grade School offers its students a comprehensive curriculum with high expectations for all students. This curriculum is based on the Illinois Learning Standards and includes reading, language arts, mathematics, science, social studies, art, health, music and physical education. Reading and language arts concentrates on integration and application of speaking, listening, reading and writing. Teachers actively engage all students in the learning process through the use of individual strengths and abilities, background knowledge, new information and new strategies. The McGraw-Hill Reading program is an important component of instruction. The school library and the Accelerated Reader program are also valuable components of this area. Mathematics concentrates on the following areas: estimation/number sense/computation, algebraic patterns and variables, algebraic relationships, geometric concepts, geometric relationships, measurement, data organization and analysis, and probability. Teachers use hands-on manipulatives, visuals, peer tutoring, and small group instruction to support and reinforce skills. The Addison-Wesley mathematics instructional series is used, but is heavily supplemented by teachers. The science curriculum is based on the Scott-Foresman Science series. The purpose of this series is to make science accessible for all students. We ensure student success by giving all students equal access to science content and also hands-on activities. The series includes flip charts, lab manuals, and study guides used to help students make connections to the world around them. Reading and math are also closely integrated into our science curriculum. Along with using the exploring activities, investigative and experimental activities are used to enhance the lessons. Numerous charts and graphs are used in conjunction with our teaching, and reading connections are made with the use of vocabulary activities and assessment pages. Our social studies curriculum is also very broad based. In combination with various reading materials and vocabulary words, writing is an integral part of the social studies curriculum. Making connections to current events is crucial for students to understand this area. Guest speakers such as politicians and state government officials are available to speak to classes. Field trips to the State Capitol building are additional ways to bring all of this to life for our students. Physical education at Dahlgren School is very diverse. From group activities such as baseball, basketball, 3 on 3 tournaments, and kickball, we have a wide variety of students working together for a common goal. Students learn to be the leader at certain times and a supporter at other times. They learn to follow the rules, accept leadership from others, and participate actively. Health is also a very important part of our physical education program. It is very important for students to understand nutrition, exercise, rest, hygiene and safety as it relates to their well-being. Our science curriculum is very closely related to this subject area. Even basic calisthenics help the students become aware of the proper way to care for their bodies. Students at Dahlgren Elementary participate in a music program two days per week. From learning basic music terminology to reading music, students are exposed to many different aspects of music. Students also participate in a yearly Christmas program and other musicals throughout the year. Although there is no formal art education in place at Dahlgren, students are constantly exposed to different aspects of fine arts. Art students from our area high school have given workshops and provided basic art instruction. Also individual classroom teachers choose a variety of art techniques to incorporate into their curriculum, right down to their art projects and activities required in the computer lab. Samples of student work are constantly displayed in the library lobby and throughout the school hallways.

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.

Dahlgren School uses the McGraw-Hill reading series. This series was chosen for many reasons. First and foremost, research on reading shows that guided instruction enables students to become more independent readers. This series allows students to explore guided reading lessons, make connections with extra activities, work in small group projects, all the while allowing teachers to monitor their progress. The McGraw-Hill reading series is a combination of reading, language arts and spelling. As these subject areas are intertwined in real life, so they are in this series. Teachers are able to cover one story per week in reading and cover specific language arts lessons and a spelling list that ties directly to the reading story. The reinforcement gained by the students is invaluable to their education. An integration of phonics is also included in this specific reading series. The McGraw-Hill reading series especially focuses on phonemic awareness at the K-2 level. Activities such as blending, segmenting, and rhyming promote the student's awareness of different sounds they will encounter in our language. Our reading curriculum is also enhanced by the use of a Title I Reading Teacher. The Title I Reading teacher is utilized in a variety of ways in each classroom to assist with the whole class during the reading lesson. Students who tested below standards benefit by being allowed to work with the Title I Reading teacher in small groups and individualized learning sessions.

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.

The science curriculum at Dahlgren School is based upon the Illinois State Learning Standards and our school's mission. Our science curriculum is based upon the following objectives: provides opportunities to master the basic skills of computation and problem solving; helps develop the ability to use sound, efficient, and accurate research procedures; provides physical education and health services, which promote life-long wellness; enhances decision-making and critical thinking skills; fosters a cooperative work program in the classroom. Many hands-on experiments and guest speakers from the community are utilized throughout the year enabling students to make real-life connections and enhance their critical thinking skills. The subject matter lends itself to the student's ability to make predictions and inferences about outcomes. Our science curriculum relates to our school's mission in that it recognizes the need to master the basic skill of problem solving. Through experiments and other hands-on activities, students can meet this goal. Students must also become good decision makers in the future, and our science curriculum encourages good decision making in the areas of health and the environment.

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

Staff members at Dahlgren School use many methods of instruction that allow them to meet the needs of a variety of learning styles. The climate of the classrooms is one of respect and discipline that permits students to engage in learning. Cooperative learning helps our students to foster mutual responsibility and encourages less criticism and more compassion. Lecture accompanied by discussion allows the students to ask questions for clarification as well as draw on their previous knowledge to add more information to the discussion. The use of technology, including computers and computer-assisted activities, provides stimulation and a better understanding of the content. Brainstorming is an exercise used by teachers to encourage creative thinking and enhance full participation because all ideas are accepted and recorded. Guest speakers in the classroom present factual material in a personalized manner on specific topics assisting in making a real-life connection. Small group instruction, work sessions, and peer mentoring encourage everyone to participate and allow teachers to adapt lessons for individual learning needs. Role-playing provides the students with the freedom to assume the role of others, learning to respect the beliefs and viewpoints of others. Individual teachers use a variety of methods to deliver their lessons including hands-on experiments, manipulatives, thematic units, and integrating curriculum.

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

Teachers at Dahlgren Grade School are continually encouraged by the Board of Education to progress in the area of professional development. Staff members attend teacher inservices during the school year to become familiar with the state standards. Teachers work on articulation across grade levels to eliminate duplication of instruction. The two-day Mt. Vernon Teacher's Conference benefits Dahlgren teachers as they gain further knowledge of teaching methods and new practices. Teachers are encouraged to select specific sessions that will enhance their own classroom instruction. Dahlgren School has teachers who serve on statewide education-related committees and participate in study groups related to student achievement such as the Educational Excellence Committee. Understanding the importance of growth as an educator, some teachers at Dahlgren School are actively pursuing graduate work through a variety of channels. Teachers also take advantage of staff development opportunities offered through the Regional Office of Education in the areas of Language Arts, Math, and Technology. This professional development plan has allowed educators to expand their knowledge base thus effectively enhancing overall student achievement.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3rd grade reading

Test: Illinois standards Achievement Test (ISAT)

Edition/publication year: Published annually Publisher: Illinois State Board of Education

Number of students in the grade in which the test was administered:

	2002-2003	2001-2002	2000-2001
Number of students who took the test:	22	19	16

What groups were excluded from testing? No groups were excluded from testing.

Number excluded: 0 Percent excluded: 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Illinois students at the 3rd and 5th grades take the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. ISAT measures the extent to which students are meeting the Illinois Learning Standards. ISAT performance level descriptions are divided into 4 areas:

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 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 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.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics

3rd Grade Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES- *academic warning	<u>0</u>	10.5	0		
% At or Above Basic- *below standards	9.5	5.3	18.7		
% At or Above Proficient- *meets standards	57.1	47.4	31.2		
% At Advanced- *exceeds standards	33.3	36.8	50.0		
Number of students tested	22	19	16		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged *academic warn.	0	0	0		
% At or Above Basic - *below standards	0	0	37		
% At or Above Proficient- *meets standards	66	66	50		
% At Advanced - *exceeds standards	33	33	13		
Number of students tested	9	6	8		
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES -*academic warning					
% At or Above Basic *below standards	8.2	6.8	7		
State Mean Score	29.9	31.0	37		
% At or Above Proficient -*meets standards	40.1	43.6	43		
State Mean Score					
% At Advanced *exceeds standards	21.9	18.6	19		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Dahlgren Elementary School is a small school in a rural community. Dahlgren School does have a significant population of economically disadvantaged students. Figures for the percentage of students receiving free/reduced priced lunches follow:

2000-2001: 41.5% 2001-2002: 40.6% 2002-2003: 42.7%

Dahlgren School scores at or above Meets Standards as reported by the Illinois State Board of Education (ISBE) follow:

2000-2001: Reading 81%/Math 81% 2001-2002: Reading 84%/Math 84%
2002-2003: Reading 90%/Math 100%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3rd Grade Math

Test: Illinois Standard Achievement Test (ISAT)

Edition/publication year: Published Annually Publisher: Illinois State Board of Education

Number of students in the grade in which the test was administered

2000-2001	2001-2002	2002-2003
22	19	16

Number of students who took the test

22	19	16
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What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Illinois students at the 3rd and 5th grades take the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. ISAT measures the extent to which students are meeting the Illinois Learning Standards. ISAT performance level descriptions are divided into 4 areas:

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 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 apply it only in limited ways.

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SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics
3rd Grade Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES *academic warning	0	5	6		
% At or Above Basic *below standards	0	10	13		
% At or Above Proficient *meets standards	54.5	36	56		
% At Advanced *exceeds standards	45.5	47	25		
Number of students tested	22	19	16		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged *academic warn.	0	0	12		
% At or Above Basic *below standards	0	0	25		
% At or Above Proficient *meets standards	44	66	50		
% At Advanced *exceeds standards	56	33	13		
Number of students tested	9	6	8		
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES *academic warning					
% At or Above Basic *below standards	6.8	7.2	8		
State Mean Score	17.4	18.6	18		
% At or Above Proficient *meets standards	44.6	43.9	46		
State Mean Score	31.1	30.3	28		
% At Advanced *exceeds standards					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
 (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
 (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Dahlgren Elementary School is a small school in a rural community. Dahlgren School does have a significant population of economically disadvantaged students. Figures for the percentage of students receiving free/reduced priced lunches follow:

2000-2001: 41.5% 2001-2002: 40.6% 2002-2003: 42.7%

Dahlgren School scores at or above Meets Standards as reported by the Illinois State Board of Education (ISBE) follow:

2000-2001: Reading 81%/Math 81% 2001-2002: Reading 84%/Math 84%
 2002-2003: Reading 90%/Math 100%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5th grade reading

Test: Illinois Standard Achievement Test (ISAT)

Edition/publication year: Published annually Publisher: Illinois State Board of Education

Number of students in the grade in which the test was administered

2002-2003	2001-2002	2000-2001
17	18	17

Number of students who took the test

17	18	17
----	----	----

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Illinois students at the 3rd and 5th grades take the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. ISAT measures the extent to which students are meeting the Illinois Learning Standards. ISAT performance level descriptions are divided into 4 areas:

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 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 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.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics
5th Grade Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES *academic warning	0	0	0		
% At or Above Basic *below standards	17.6	16.7	24		
% At or Above Proficient *meets standards	64.7	66.7	47		
% At Advanced *exceeds standards	17.6	16.7	29		
Number of students tested	17	18	17		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged *academic warn.	0	0	0		
% At or Above Basic *below standards	22	33	16		
% At or Above Proficient *meets standards	55	50	33		
% At Advanced *exceeds standards	22	16	50		
Number of students tested	9	6	6		
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES *academic warning	1.0	1.5	1.0		
% At or Above Basic *below standards	38.6	39.4	40		
State Mean Score					
% At or Above Proficient *meets standards	37.3	36.8	34		
State Mean Score					
% At Advanced *exceeds standards	23.1	22.3	25		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Dahlgren Elementary School is a small school in a rural community. Dahlgren School does have a significant population of economically disadvantaged students. Figures for the percentage of students receiving free/reduced priced lunches follow:

2000-2001: 41.5% 2001-2002: 40.6% 2002-2003: 42.7%

Dahlgren School scores at or above Meets Standards as reported by the Illinois State Board of Education (ISBE) follow:

2000-2001: Reading 76%/Math 77% 2001-2002: Reading 84%/Math 83%
2002-2003: Reading 82%/Math 94%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state’s assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5th Grade Math

Test: Illinois Standard Achievement Test (ISAT)

Edition/publication year: Published annually Publisher: Illinois State Board of Education

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	17	18	17
Number of students who took the test	17	18	17

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state’s categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at “basic,” 69% are at “proficient,” and 42% are at “advanced.”

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Illinois students at the 3rd and 5th grades take the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. ISAT measures the extent to which students are meeting the Illinois Learning Standards. ISAT performance level descriptions are divided into 4 areas:

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 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 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.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics
5th Grade Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES *academic warning	0	0	6		
% At or Above Basic *below standards	0	16.7	18		
% At or Above Proficient *meets standards	54.5	83.3	71		
% At Advanced *exceeds standards	45.5	0	6		
Number of students tested	17	18	17		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged *academic warn.	0	0	0		
% At or Above Basic *below standards	11	33	17		
% At or Above Proficient *meets standards	77	66	66		
% At Advanced *exceeds standards	11	0	17		
Number of students tested	9	6	6		
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES *academic warning					
% At or Above Basic *below standards	6.8	1.5	4		
State Mean Score	17.4	39.4	34		
% At or Above Proficient *meets standards	44.6	36.8	55		
State Mean Score	31.1	22.3	6		
% At Advanced *exceeds standards					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

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2000-2001: Reading 76%/Math 77% 2001-2002: Reading 84%/Math 83%
2002-2003: Reading 82%/Math 94%

