

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

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

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

School Mailing Address 21 Circle Dr.  
(If address is P.O. Box, also include street address)

Fairview Heights IL. 62208-1103  
City State Zip Code+4 (9 digits total)

Tel. (618 ) 398-5552 Fax (618 )394-9801

Website/URL www.dist110.com E-mail ldkahley@stclair.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 \_\_\_\_\_

Name of Superintendent\* Dr. James Jackson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Consolidated School District #110 Tel. ( 618 )398-5577

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 Mrs. Crystal Port  
President/Chairperson \_\_\_\_\_  
(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 \_\_\_\_\_

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## **PART I - ELIGIBILITY CERTIFICATION**

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**[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.



6. Racial/ethnic composition of the students in the school: 64 % White  
34 % Black or African American  
1 % Hispanic or Latino  
1 % Asian/Pacific Islander  
       % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 12.67%

(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.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	363
(5)	Subtotal in row (3) divided by total in row (4)	.1267
(6)	Amount in row (5) multiplied by 100	12.67

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: 22%  
77 Total Number Students Who Qualify

If this method does not produce 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: 16%  
57 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>  3  </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  9  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u> 15  </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u> 26  </u> Speech or Language Impairment
<u>  1  </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>  1  </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness
	<u>  2  </u> Emotional Disturbed

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>  1  </u>
Classroom teachers	<u> 19  </u>	<u>  0  </u>
Special resource teachers/specialists	<u>  7  </u>	<u>  4  </u>
Paraprofessionals	<u>  8  </u>	<u>  1  </u>
Support staff	<u>  4  </u>	<u> 21  </u>
Total number	<u> 38  </u>	<u> 27  </u>

12. Average school student-“classroom teacher” ratio:  18.2 :1

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	95.2 %	95.2 %	94.1 %	95.1 %	95.1 %
Daily teacher attendance	94.1 %	94.5 %	95.3 %	95.38 %	93.97 %
Teacher turnover rate	4%	4.17%	7.7%	7.7%	0
Student dropout rate	N/A				
Student drop-off rate	N/A				

## **PART III - SUMMARY**

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Illini Elementary School is the elementary attendance center of a small district located in Fairview Heights, Illinois, which is a metro-east suburb of St. Louis, Missouri. Currently it houses grades Pre-K through four, however prior to this school year, the exit grade was third. District population is 769, with 425 of those students housed at Illini Elementary School. Our motto is: "Focusing on tomorrow...through learning today". Our mission statement is: "The staff of Illini Elementary School accepts the responsibility of educating ALL children. We believe our school's purpose is to provide instruction to meet individual needs and set high expectations for all children, while instituting firm, fair, consistent, and positive behavior management. We believe it is important to emphasize the mastery of essential skills. We believe all students should be provided an environment of pervasive caring". The staff and faculty embrace this mission wholeheartedly. Student success is a top priority at Illini School. A team of teachers serves as the Teacher Support Team (TST). Students are referred to the TST when concerns arise for academic performance, attendance or behavior issues, in order to activate a group approach to helping the child succeed.

Our primary concern is to provide a firm foundation in the basic skills of reading, writing and mathematics. Our commitment is reflected in our allocation of time. As indicated by the third grade data on the 2003 Illinois School Report Card, we devote 154 minutes of daily instruction time to English/Language Arts and 84 minutes of daily instruction time to Mathematics. Other grade levels parallel this time allocation. The School Board has also demonstrated its commitment by providing resources to permit small class sizes in the primary grades. According to the same Illinois School Report Card, the average class size was 18.5 in kindergarten, 17 in first grade, and 21.7 in third grade.

The school offers a variety of programs taught by highly qualified teachers. Special Education services are provided as indicated by Individual Education plans, including speech therapy, learning disabilities support classes, social work services, a behavior development class, and early childhood classes. All regular education classes are self-contained. All students have Art, Music, and Physical Education classes taught by specialists. We have two Reading Specialists, a Gifted Education Specialist, and a Social Worker on staff to provide supplemental services to identified students. Each classroom has 2-4 computers with printers and Internet connections. We also have a computer lab and a library with almost 7,000 books. Our Pre-Kindergarten At-Risk program services three and four year old students using both home-based and center-based classes.

We recognize the importance of the partnership between home and school. Therefore, family/parental involvement is highly encouraged. Conferences for all students are held regularly in the fall of each year, and in the spring conferences are offered for at-risk children. Parent volunteers frequently offer their services. Several evening activities are held throughout the year to support family involvement.

We believe in educating the whole child, so we proactively teach social skills as well as academics. Our school-wide focus is on building respect. We teach the children to respect themselves, others and property and recognize students who display appropriate behavior. We also teach students the value of service to others through a variety of school-wide and grade-level service projects.

We begin each day with a whole school meeting in our Multi-Purpose Room. During this community-building activity, we celebrate successes, promote upcoming events, and recognize students for good behavior. We celebrate academic success with quarterly Awards Assemblies.

This summary indicates how we live our mission each day at Illini Elementary School!

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. MEANING OF ASSESSMENT RESULTS

The State of Illinois has developed the Illinois Learning Standards for all students in Pre-kindergarten through grade twelve. Performance Descriptors and sample Benchmarks are included for each grade span. Students in Illinois are currently tested in Reading, Math and Writing at grades 3, 6, 8 and 11. Science, Social Studies, Fine Arts, Health and PE are assessed at alternate grade levels.

The State of Illinois has developed the Illinois Standards Achievement Test (ISAT) for each content area. Since third grade was our exit grade until the beginning of the 2003-04 school year, only data from this grade level is relevant. The State has set four performance levels to measure achievement: Level 1-Academic Warning; Level 2-Below Standards (Basic); Level 3-Meets Standards (Proficient) and; Level 4-Exceeds Standards (Advanced). Overall scores for each tested area are reported at the building, district and state level for each grade level. Scores are also reported by demographic subgroup. Our significant demographic subgroups are: White, Black, Low Income and Not Eligible for Low Income. Specific subtest data from each content area is also reported. The Reading and Math tests are predominately multiple choice tests with an extended response section included. The Writing test is a performance exam requiring a narrative, expository or persuasive essay. The State determines the cut scores for each of the levels.

Over the three years of reported data included in this application, we have noted a continuing trend of improvement in our Reading and Mathematics test results. Using the Reading test data for ALL students scoring in the *Meets or Exceeds* performance levels, in 2000-01, we reported 67%; in 2001-02, there were 74%; and in 2002-03, there were 86% of students scoring at those levels. These data indicate a trend of improving reading scores. An analysis of the subgroup scores for the same period substantiates this trend. Using the Mathematics test data for ALL students scoring in the *Meets or Exceeds* performance levels, in 2000- 2001, we reported 82%; 2001-02, 93% of students; and in 2002-03, 95% of students scored at those performance levels. Again, these data trends are repeated in the subgroup data. In both the Reading and Math test data, we also note an increase in the percentage of students overall and in the subgroups moving from the *Meets* to the *Exceeds* performance levels. Data reported for ALL students includes scores from all demographic, socio-economic and special education subgroups.

### 2. USE OF SCHOOL ASSESSMENT DATA

Data drives the school improvement process at Illini Elementary School. Teachers volunteer to be on the School Improvement Team. This team meets monthly with the principal to analyze attendance reports, discipline statistics, ISAT test data, local benchmark results, and data from the Iowa Test of Basic Skills (ITBS). The ITBS is administered to second graders and is not part of the State assessment program. Parent representatives and support staff members join this team to conduct an annual Internal Review which is presented to the faculty. Faculty members collaborate to devise school improvement activities and professional development plans based upon the Internal Review. Specifically, data analysis led to improvement of staff communication by the formation of vertical teams (teachers across grade levels) to backmap the curriculum; an analysis of student work determined the need for a comprehensive, sequential writing continuum; and a trend in weak sub-test scores in the “Word Analysis” sections of both the ISAT and ITBS led to the adoption of a different model for reading instruction. This data-driven model has proven effective in improving student achievement

Assessment data also drives our Reading intervention program. Each student is screened periodically throughout the year. The kindergarten and first grade students are tested with the Illinois Snapshot of Early Literacy; upper grade students are tested at least three times using the STAR test, an accompaniment to the *Accelerated Reader* program. Students are ranked on their pre-tests, and from this ranking the pool of students identified for reading support services is determined. All students who are new to the school are screened with one of these instruments, and their reading progress is carefully monitored during their first year.

### 3. COMMUNICATION OF ASSESSMENT DATA

Assessment data is consistently shared with all of the shareholders in our school community. The teachers share individual data with the students and their parents. Student Performance Profiles for ISAT and ITBS are sent home for each child. Parents are encouraged to contact the administration or the teachers if they need additional explanation. School data is reported to the Board of Education and to the media annually. The State of Illinois prepares an annual School Report Card indicating data relative to the school and district in comparison with the State. This School Report Card is made available to the family of every student in the District, and is available for the public at each school. We also make use of the District web site by posting ISAT data reports and the School Report Card. The District also prints a quarterly newsletter, which is mailed to each student's home. Assessment data and school improvement activities are included in this newsletter. Assessment data is regularly shared with the Internal Review Team and the Parent Advisory Council, both of which have parent members.

### 4. SHARING OUR SUCCESS

There are many ways of sharing success such as in newspaper articles, networking with other schools, presenting workshops on our programs, links on the websites, all of which we do. We realize we have been fortunate to have the financial resources to implement best practices in instructional strategies, and to have class sizes in primary grades consistent with those suggested by research findings. We will develop a brochure describing our school's programs, demographics, data trends and professional development. We will post this brochure on our web site and make it available in print by request. We will develop a presentation to share at the No Child Left Behind Conference in Illinois or at other workshops and conferences.

What makes a school successful is the achievement of its students. Our success is the result of collaborative efforts. Our faculty members have developed a sense of shared accountability for the success of our students. Our teachers understand that they are working as a part of a team, rather than as grade level specialists. Our job is to prepare the students to be successful learners by building a firm foundation in the basics of reading, writing and math. We clearly understand what our students must know and be able to do by the time their achievement is measured by the ISAT. It is this teamwork attitude and focused efforts that have led us to the success we have achieved. The impact of this teaching/learning environment cannot be packaged easily; it is only understood and appreciated through personal experience. Therefore, we welcome visitors to our school.

## **PART V – CURRICULUM AND INSTRUCTION**

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### 1. SCHOOL CURRICULUM

The school's curriculum includes the following content areas: Language Arts (Reading, Spelling, and Writing), Mathematics, Science, Social Studies, Health, Physical Education, Music, and Art. Technology is infused into all content areas. Instruction in all content areas has been aligned to the Illinois Learning Standards (ILS). Extensive work on curriculum alignment, benchmark assessments, curriculum mapping and review of the District Scope and Sequence has been done over the past five years. Curriculum maps help us to monitor the curriculum across the grade levels. The Scope and Sequence is the guidebook for the level of instruction for specific topics/skills across the grade span of the District. All of these efforts keep our vision focused on the curriculum; insure adequate instruction of content area topics across the grade levels; and provide periodic assessment of the content relative to the ILS.

Primary emphasis is placed on Language Arts and Mathematics instruction. We believe that providing a strong foundation in these basic content areas prepares our students to be successful learners as they continue their education. At the pre-school and kindergarten levels, instruction is based on thematic units. A topic for the week is introduced, and all content areas are integrated into that theme. Exploration in learning centers predominates in the pre-school classes. Kindergarten classes feature more direct instruction. Integration is based upon activities centered on the "Letter of the Week". Math problem-

solving activities, Science discoveries, Social Studies topics and art activities all reinforce the weekly letter/ sound. Writing instruction includes weekly journal writing, class books written by students, and group lessons on proper format. By the end of kindergarten, students are expected to count to 100, know a list of “important words”, know all of the letters and phonetic sounds, be able to write the letters and numerals, and know the basic structure of a sentence.

At all other grade levels, the Language Arts block includes integrated instruction in Reading, Writing, Spelling and English. Writing instruction is a sequential framework across the grade levels building from the sentence in kindergarten to the ability to write multiple paragraph essays in narrative, persuasive, and expository form by the end of third grade. Students in all grade levels write journals, stories, poetry, and learn correct skills in English. Spelling is taught through recognition of phonetic patterns in words and in contextual usage of vocabulary words found in readings.

The Illinois Learning Standards provides the framework for Math instruction in grades one through four. We use a textbook series to implement the standards-based lessons. Understanding is promoted through the use of manipulatives and stories to teach math concepts. In addition to basic computation, students learn graphing, geometry, and open-ended problem solving with an emphasis on written explanations of the strategies used to solve the problems.

Social Studies, Science and Health concepts are taught using a variety of resources: textbooks, publications such as *Scholastic News*, and inquiry based learning units. Social Studies topics such as history, geography, current events, famous people, interdependence and social skills are integrated into reading and writing units. Units are based on physical, life and earth sciences. Units routinely include lessons presented by guest speakers from community resources.

Instruction in Fine Arts and Physical Education classes are also aligned to the ILS. Fine Arts instruction includes famous artists and the development of skills within the discipline. Third grade students are introduced to instrumental music and fourth grade students have the option of joining beginning band. Physical Education classes address physical fitness needs, development of fine and gross motor skills, and the basic concepts of team play in a variety of games.

## 2. READING CURRICULM (Elementary Schools)

Current best practice derived from scientifically-based research studies indicates that literacy development is enhanced when component skills are integrated. Therefore, our Balanced Literacy reading curriculum includes phonemic awareness, reading strategies, comprehension strategies, guided reading, independent reading and integrated writing. Students learn to use the Word Wall in their classroom as a resource; they learn to employ good reader strategies; they learn common word patterns by building words; and they learn to read for purpose and pleasure. Students learn to identify with characters, express their opinions of stories, and share their feelings after reading through their own writing. We use a basal reading series with supplemental-leveled books, *Accelerated Reader* books and computer-based tests, inquiry-based units and computer-assisted instructional programs such as *Wiggle Works*. All of our classes are self-contained, and there are no fixed reading groups. This configuration, grounded in scientifically-based research, has been selected for continuity of instruction, to actively involve each student in his/her own learning, and to preserve and build students’ self-esteem and confidence. *Accelerated Reader* has been proven to be beneficial especially for struggling readers. Inquiry based units rely on non-fiction trade books to involve the students in reading for a purpose. Experience in reading non-fiction materials also has been proven to raise reading scores. Integration of non-fiction reading in Science, Social Studies and Health also enhances the instruction students receive in non-fiction reading strategies. We have an additional reading support program for identified students in grades kindergarten through four. This support program is based on current best practice, which endorses daily intervention in addition to regular classroom instruction.

All of the elements of our Reading program have been carefully selected to reflect current best practices in reading instruction. Data analysis of achievement results led us to make these program decisions and select the materials we use. Teachers now have a common framework of knowledge in the teaching of reading due to focused professional development over the past five years.

### 3. WRITING CURRICULUM

Illini School's mission statement embraces a commitment to emphasizing mastery of essential skills. We are also committed to meeting individual needs and setting high expectations for all students. Our school's writing curriculum is consistent with all of these goals. Our goal is to prepare our students to be able to meet the standards on the ISAT in third grade. Therefore, we have developed a sequential, process-oriented instructional program that is both developmentally appropriate and challenging. Our pre-school age students learn pre-writing skills; at the kindergarten level students write weekly journals. Invented spellings predominate in these writings as students learn to put their thoughts into words. Phonetic spelling is gradually replaced by correct spellings and sentence structure is developed. The first graders continue journal writing and incorporate both structured sentence and creative writing. Students are encouraged to be *Five Star Writers* by meeting the expectations on their student-friendly rubric. First graders are introduced to the concept of paragraph writing by using graphic organizers and semantic maps to organize their thoughts. Upper grade students continue to develop this basic structure as their writings become more elaborate and include more paragraphs in different styles of writing: narrative, persuasive and expository. All grade levels use rubrics to assist the students in defining the target for success in writing. The writing curriculum provides students with opportunities for modeled writing, partner writing, and guided writing. Writers' workshops are used in grades one through four to provide students opportunities to edit and publish in a variety of formats. Technology is infused into the writing process at all grade levels. Using word processing computer programs, students produce documents, illustrate stories, and prepare power point presentations. Student writing is displayed prominently around the building; it is published in the *Yankee Dispatch* (a District creative writing newspaper); and students are encouraged to participate in the annual Young Authors Contest.

For the past three years, we have consistently had over 65% of ALL students scoring at the *Meets* or *Exceeds* levels on the ISAT writing test, (2000-01 65%, 2001-02 85%, and 2002-03 76%), and we moved from 14% to 0% of students scoring in the *Academic Warning* category.

### 4. INSTRUCTIONAL METHODS

In order to be consistent with our stated mission "to accept the responsibility to educate ALL children", we must offer differentiated instruction. We offer a range of programs, services and instructional practices to address all students' needs. All regular education classes are self-contained which allows the students and teachers to develop close bonds. Teachers see the students as learners in all content areas and are better able to diversify curriculum to meet student needs. Different learning styles and multiple intelligences are addressed in lesson and unit instruction. Teachers structure child-centered lessons and learning centers. Students are involved in their learning by focusing on the "target" for each lesson. Teachers employ a variety of grouping practices. Students work in large or small groups, individually or in pairs to accomplish their learning tasks. Flexible groupings allow the teachers to tailor instruction to the specific needs of their students. Paraprofessionals and volunteers provide supplemental support for enrichment or remediation. Hands-on investigations and inquiry-based learning allow students to participate in educational experiences at their own levels. Cooperative learning projects provide students opportunities to develop social skills as they tackle academic tasks.

Team planning and communication enables grade level teachers to provide consistent experiences and expectations for their students. Staff members plan adaptations and accommodations for gifted and special education students. Assignments and grading criteria are adjusted to the needs of the students. Support teachers and classroom teachers co-teach some subjects to allow meaningful inclusion opportunities. The curriculum for the students in the gifted program mirrors that in the regular classroom so academically talented students can be challenged appropriately. Students who need additional support in reading have access to daily intervention classes with the Reading Specialists while their classmates pursue other literature studies. Our mission is to educate children, and to do that we must meet them where they are and take them as far as they can go. Our instructional practices insure that all students' needs are met.

## 5. PROFESSIONAL DEVELOPMENT

Our Board of Education has a continuing goal of providing quality professional development for our staff. Annually, we analyze our student assessment and demographic data to determine areas of strength and need for improvement, and we conduct an annual staff needs assessment, which includes professional development issues. Our school improvement and professional development plans are structured from this data analysis. Over the past few years we have experienced a shift in demographics indicated by an increasing percentage of black and low income students. This data led us to include seminars on cultural awareness into our professional development plans. As we have increased our awareness and skills, we have noted a closing of the achievement gap between our white and black students. These data trends can be noted on the ISAT data charts. Data indicated that special education students were not as successful as regular education students, so we incorporated workshops on co-teaching and diversifying instruction into our professional development plan. We have noted an increase in the achievement of our special education students. A comparison of ISAT scores for Disabled Students from 2000-01 to 2002-03 shows scores have improved in all tested areas. Considering the percentage of students who scored in the *Meets* or *Exceeds* performance levels, we reported the following data for Reading, Math and Writing. In Reading, this subgroup's scores improved from 19% in 2001 to 36% in 2003; Math scores improved from 57% in 2001 to 91% in 2003; and scores in Writing improved from 20% in 2001 to 36% in 2003. Our overall ISAT scores improved in Reading, Writing and Math when the staff met as vertical teams to clearly understand the ISAT expectations, and to develop common terminology and sequential learning experiences. Faculty members took sample ISAT tests on-line in order to understand the content, format and thinking skills necessary to succeed. As our technology acquisitions increased, the need for focused staff development became evident. We provided on-site and off-site opportunities to improve our technological literacy and instructional applications. Many teachers have been involved in regional and statewide professional development projects. By sharing their expertise with other staff members at our school and in the local area, many students have been positively impacted.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Grade: 3 Reading

Test: Illinois Standards Achievement Test of Reading

Edition/publication year 2002-03

Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered \_\_\_\_\_ 65 \_\_\_\_\_

Number of students who took the test \_\_\_\_\_ 65 \_\_\_\_\_

What groups were excluded from testing? Why, and how were they assessed? None were excluded.

Number excluded \_\_\_\_\_ 0 \_\_\_\_\_ Percent excluded \_\_\_\_\_ 0 \_\_\_\_\_

Grade: 3

Test: Illinois Standards Achievement Test of Reading

Edition/publication year: 2001-2002

Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered \_\_\_\_\_ 71 \_\_\_\_\_

Number of students who took the test \_\_\_\_\_ 71 \_\_\_\_\_

What groups were excluded from testing? Why, and how were they assessed? None were excluded.

Number excluded   0   Percent excluded   0  

Grade: 3

Test: Illinois Standards Achievement Test of Reading

Edition/publication year: 2000-2001 Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered   84  

Number of students who took the test   82  

What groups were excluded from testing? Why, and how were they assessed? Two Special Education students were excluded because their disabilities made the test inappropriate for them. They were assessed by their achievement of the goals on their Individual Education Plan.

Number excluded   2   Percent excluded   5%  

#### **STATE CRITERION-REFERENCED TESTS**

Grade: 3 Math

Test: Illinois Standards Achievement Test of Reading

Edition/publication year 2002-03 Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered   65  

Number of students who took the test   65  

What groups were excluded from testing? Why, and how were they assessed? None were excluded.

Number excluded   0   Percent excluded   0  

Grade: 3

Test: Illinois Standards Achievement Test of Reading

Edition/publication year: 2001-2002 Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered   71  

Number of students who took the test   71  

What groups were excluded from testing? Why, and how were they assessed? None were excluded.

Number excluded   0   Percent excluded   0  

Grade: 3

Test: Illinois Standards Achievement Test of Reading  
Edition/publication year: 2000-2001 Publisher Illinois State Board of Education

Number of students in the grade in which the test was administered      \_\_84\_\_

Number of students who took the test                                                      \_\_82\_\_

What groups were excluded from testing? Why, and how were they assessed? Two Special Education students were excluded because their disabilities made the test inappropriate for them. They were assessed by their achievement of the goals on their Individual Education Plan.

Number excluded \_\_2\_\_      Percent excluded \_\_5%\_\_  
Grade: 3

### **Illinois Standards Achievement Test (ISAT)**

The ISAT test data is reported in the following four categories:

**Level 1-Academic Warning**-Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. **Level 2-Below Standards- (BASIC)** - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. **Level 3-Meets Standards-(PROFICIENT)**-Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. **Level 4-Exceeds Standards- (ADVANCED)**-Student work demonstrates advanced knowledge and in the subject. Students creatively apply knowledge to solve problems and evaluate the results.

For the years 2000-2001, 2001-2002, and 2002-2003, the range of Reading test scores by category have been: Below 138-155; Meets 156-173; Exceeds 174-200. For same period of time, the range of Math test scores by category has been: Below 142-152; Meets 153-172; Exceeds 173-200. The State mean scores for Reading and Math fall in the Meets category in each year.

Data reported below includes the only four significant subgroups at Illini Elementary School: Free and Reduced Lunch, White, Black, and Not Eligible for Free and Reduced Lunch. All other subgroup populations are of insufficient numbers to be significant.

ILLINI ELEMENTARY SCHOOL  
 PERFORMANCE ON ILLINOIS STANDARDS ACHIEVEMENT TEST  
 READING

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
<b>SCHOOL SCORES</b>					
% At or Above Basic (BELOW)	98	97	90		
% At or Above Proficient (MEETS)	86	74	67		
% At Advanced (EXCEEDS)	35	22	26		
Number of students tested	65	71	82		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	2		
Percent of students excluded	0	0	5		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced Lunch</b>					
% At or Above Basic	100	87	85		
% At or Above Proficient	67	63	46		
% At Advanced	20	13	0		
Number of students tested	14	10	14		
<b>2. White</b>					
% At or Above Basic	100	98	92		
% At or Above Proficient	90	86	78		
% At Advanced	41	26	35		
Number of students tested	39	45	50		
<b>3. Black</b>					
% At or Above Basic	95	100	88		
% At or Above Proficient	86	54	44		
% At Advanced	24	17	8		
Number of students tested	23	24	25		
<b>4. Not eligible for Free/Reduced Lunch</b>					
% At or Above Basic	98	98	91		
% At or Above Proficient	92	75	71		
% At Advanced	40	23	31		
Number of students tested	51	61	68		
<b>STATE SCORES</b>					
% At or Above Basic	92	83	93		
% At or Above Proficient	62	63	62		
% At Advanced	22	19	19		
State Mean Score	160.3	160.2	160.1		

ILLINI ELEMENTARY SCHOOL  
 PERFORMANCE ON ILLINOIS STANDARDS ACHIEVEMENT TEST  
 MATH

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
<b>SCHOOL SCORES</b>					
% At or Above Basic (BELOW)	100	99	100		
% At or Above Proficient (MEETS)	95	93	82		
% At Advanced (EXCEEDS)	54	54	38		
Number of students tested	65	71	82		
Percent of total students tested	100	100	95		
Number of students excluded	0	0	2		
Percent of students excluded	0	0	5		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced Lunch</b>					
% At or Above Basic	100	87	100		
% At or Above Proficient	100	75	84		
% At Advanced	33	13	15		
Number of students tested	14	10	14		
<b>2. White</b>					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	97	90		
% At Advanced	69	70	49		
Number of students tested	39	45	50		
<b>3. Black</b>					
% At or Above Basic	100	100	100		
% At or Above Proficient	86	87	68		
% At Advanced	24	25	20		
Number of students tested	23	24	25		
<b>4. Not eligible for Free/Reduced Lunch</b>					
% At or Above Basic	100	100	100		
% At or Above Proficient	94	93	82		
% At Advanced	60	59	44		
Number of students tested	51	61	68		
<b>STATE SCORES</b>					
% At or Above Basic	93	93	92		
% At or Above Proficient	76	74	74		
% At Advanced	31	30	26		
State Mean Score	164.2	163.7	163.1		