

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

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

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

School Mailing Address 100 Eighth Street; P.O. Box 609 (If address is P.O. Box, also include street address)

Milledgeville Illinois 61051-0609 City State Zip Code+4 (9 digits total)

Tel. (815) 225-7141, ext. 225 Fax (815) 225-7847

Website/URL www.dist399.net E-mail tbowers@dist399.net

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 2/8/04

Name of Superintendent\* Mr. Terry L. Bowers (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chadwick-Milledgeville CUSD #399 Tel. (815) 225-7141, ext. 225

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 2/8/04

Name of School Board President/Chairperson Mrs. DiAnn Adolph (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 2/8/04

\*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:       2   Elementary schools  
   0   Middle schools  
   1   Junior high schools  
   1   High schools  
   0   Other (Briefly explain)
- 4   TOTAL
2. District Per Pupil Expenditure:       \$4,457 instructional; \$7,492 operating  
     Average State Per Pupil Expenditure: \$4,842 instructional; \$8,181 operating

**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.   18   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
<b>K</b>	20	21	<b>41</b>	<b>7</b>			
<b>1</b>	18	19	<b>37</b>	<b>8</b>			
<b>2</b>	12	18	<b>30</b>	<b>9</b>			
<b>3</b>	9	24	<b>33</b>	<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>141</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>99.97</u> % White                      |
| <u>0</u> % Black or African American      |
| <u>.01</u> % Hispanic or Latino           |
| <u>.02</u> % Asian/Pacific Islander       |
| <u>0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

7. Student turnover, or mobility rate, during the past year: 12.41 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	17
<b>(4)</b>	Total number of students in the school as of October 1	137
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1241
<b>(6)</b>	Amount in row (5) multiplied by 100	12.41

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: English

9. Students eligible for free/reduced-priced meals: 18.44 %  
26 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: 4.97 %

7   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>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  1  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>    </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  6  </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>  6  </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>  6  </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>  1  </u>	<u>    </u>
Total number	<u>  9  </u>	<u>  9  </u>

12. Average school student-“classroom teacher” ratio:   17.6/1  

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	97.1	96.3	97.3	97.1	96.7
Daily teacher attendance	95.58	96.99	96.93	96.61	96.58
Teacher turnover rate	0	10%	0	0	0
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

### **Part III - Summary**

Milledgeville Elementary School is a small rural school located in northwest Illinois. The school is located in Milledgeville, Illinois and is part of the Chadwick-Milledgeville Community Unit District #399. Our school district is committed to assisting students to discover and build from their individual strengths toward the realization of their full personal potentials. Although we are a very small school we are able to provide a comprehensive curriculum and the opportunities for students to develop a solid foundation of intellectual, physical, social, and emotional skills. Our competent staff provides a caring, nurturing environment in which students are encouraged and challenged to become responsible, life-long learners in our ever-changing world.

Our student population is predominately white with most children coming from single-family homes. Nearly all of our students use English as their first language. We are fortunate to have only 18.44% of our student population coming from economically disadvantaged homes. Our school has very low mobility and truancy rates compared to state averages, and we have excellent student attendance.

One huge advantage of our small school is a pupil-teacher ratio of 17.6 to 1. Our small class sizes have enabled our staff to spend a great deal of time on task and teaching to meet the needs of our students who come to us with a variety of learning styles. Besides the regular classroom teachers that our students see every day our children are fortunate enough to have the services of full-time music, art, and physical education teachers, full-time speech, Reading Recovery (for first grade), and Title 1 specialists, plus a part-time gifted teacher, and the full attention of their own media services specialist who assists them daily in the elementary computer lab and library. When needed, our school has the services of a part-time school psychologist and a social worker. Our high school guidance counselor fills in as our counselor if needed when the others cannot be at our school. Since our elementary school is in the rather unusual situation of being housed in the same building as our high school, our teachers have always had the luxury of having high school students as teacher aides. In this arrangement, our teachers are able to further aid our children with more one-on-one assistance and our young students are also exposed to older students who are academically strong, and who are usually excellent role models. The high school Spanish students also provide our youngsters with foreign language lessons once a week, which helps to broaden our children even further in their learning.

Due to our small size and all of the other advantages listed in the above paragraph, our students have consistently scored very well on nationally standardized tests and we have consistently exceeded the state averages in all areas on the ISAT tests. In order to maintain these high levels of achievement year after year our staff has implemented the Accelerated Reading Program, teachers have been trained well in the Four-Block writing method, and we have increasingly been able to use our computer technology to strengthen our students' math skills. To further hone our skills in the math area, several of our teachers have been investigating the Accelerated Math program and we are looking for ways to fund this program so our students can take advantage of this wonderful learning tool as well.

In our current world, where often the term "Bigger is better" is what the general public has come

to believe about so many things, we here at Milledgeville Elementary School feel that another cliché fits our school quite well - "Small, but mighty." The staff and administration at Milledgeville Elementary School are fully committed to helping every child reach his/her full potential. We are proud of our small school and all that we have to offer our children from our small rural communities of Chadwick and Milledgeville.

#### **Part IV, #1 - Assessment Results**

Milledgeville Elementary School administers the *Illinois Standards Achievement Test* (ISAT) which is published by NCS Pearson / Illinois State Board of Education. These tests were designed by the State of Illinois to allow parents and educators to document the educational progress of their children in relation to state standards. The tests are given each spring to third grade students in our state. The levels of achievement are reported in both Reading and Mathematics. The Performance Level Descriptors for both reading and math are: *Academic Warning* – Student work demonstrates limited knowledge and skills in the subject and because of major gaps in learning, students apply knowledge and skills ineffectively; *Below Standards* – Student work demonstrates basic knowledge and skills in the subject; however, because of gaps in learning, students apply knowledge and skills in limited ways; *Meets Standards* – Student work demonstrates proficient knowledge and skills in the subject, with students effectively applying knowledge and skills to solve problems; *Exceeds Standards* – Student work demonstrates advanced knowledge and skills in the subject, with students creatively applying knowledge and skills to solve problems and evaluate the results.

Milledgeville Elementary School has ISAT data from 1999-2003. Prior to 2001, some special needs (disabled) students with Individual Education Plans (IEPs) were excluded from the ISAT as the result of the IEP team's decision that standardized testing in reading and/or math was not appropriate. The excluded students were assessed by locally developed tests. There were 2 students excluded in 1999 and 3 in 2000. One hundred percent of our students took the ISAT in 2001, 2002, and 2003, with disabled students receiving test accommodations specified by their IEP teams. Due to our low enrollment, we are unable to provide disaggregated data for low income, racial/ethnic, or disabled student populations, because the groups are not comprised of sufficient numbers to be a part of the state's assessment reports. Our display tables for reading and math instead include disaggregated data for non-disabled, not low income, female, and male student populations.

Our faculty and administration continually work to align our curricula with the Illinois Learning Standards. Our third graders have shown marked progress in both reading and math as a result of these consistent efforts. In 1999, 81% of our students scored in either the *Meets* or *Exceeds* category in math, which was 13% higher than the state average. The students demonstrating *Meets* or *Exceeds* achievement represented 95% in 2000, which was 26% higher than the state average; 87% in 2001, which was 13 % higher than the state average; and 91% in 2002, which was 17 % higher than the state average. Last year, 2003, students demonstrating *Meets* or *Exceeds* achievement came in at an exciting 100%, which was 24.3% higher than the state average. The percentage of our 3<sup>rd</sup> graders scoring in the *Exceeds Standards* level in math has

increased steadily from 20% in 1999, to 33% in 2000, 50% in 2001, 61% in 2002, and 75% in 2003. Our Reading levels have also shown continued growth. In 1999, 69% of our students scored in either the *Meets* or *Exceeds* category in reading, which was 8% higher than the state average. The students demonstrating *Meets* or *Exceeds* achievement represented 75% in 2000, which was 13% higher than the state average; 87% in 2001, which was 25 % higher than the state average; 88% in 2002, which was 25% higher than the state; and 91.7% in 2003, which was 29.7% higher than the state. The percentage of our 3<sup>rd</sup> graders scoring in the *Exceeds Standards* level in reading has increased steadily from 5% in 1999, to 18% in 2000, 24% in 2001, 27% in 2002, and 55.6 in 2003.

These test results have allowed our school to assess and identify our strengths and our weaknesses. We consistently reevaluate the needs of our students so that we may give each child an education that will prepare him for each new level of learning.

#### **Part IV, #2 - Use of Assessment Data**

The commitment to use assessment data has driven our school improvement process. Our district believes that in order to improve teaching and student learning we must use different types of assessment tools to set goals for improving student achievement. The disaggregation of data from the Illinois Standards Achievement Test, the Stanford Achievement Tests - 9<sup>th</sup> Edition, and the Otis-Lennon School Ability Tests provide a focus for professional development and for adjustments to be made in our instructional program in order to address the diverse academic needs of each group of children. Our district also uses a variety of formal and informal strategies to make instructional decisions and to monitor student progress. Any information that we are able to obtain through assessment is passed on to students and their parents in order to involve them in understanding the achievement successes or failures of the students. Our staff uses full-day Teacher Institutes, half-day School Improvement Planning Institutes, as well as 1<sup>3/4</sup>-hour Inservice Programs to network and continually identify instructional targets to improve student achievement. The on-going meetings throughout the school year ensure that there is communication and planning between grade levels as to the expectations for each student. The district uses assessment data to understand and improve student and school performance by:

- Making instructional modifications in curriculum scope, sequence and delivery for individuals and small groups,
- Involving specialized support staff including Reading Recovery, Title One reading and math, Helping Steps, special education resources, a speech and language specialist, and a summer school program to meet children's needs, and
- Aligning the curriculum more closely to State standards.

### **PART IV, #3 - COMMUNICATING STUDENT PERFORMANCE**

The mission statement of the Chadwick-Milledgeville CUSD #399 commits our district to assisting students to discover and build from their individual strengths toward the realization of their full personal potentials. As we do this, we are constantly and in many ways communicating student performance and assessment to parents, students, and the community. Student handbooks are distributed to families at registration. An Open House is held early in the school year and parent-teacher conferences are held each November. Parents are encouraged to request a conference with teachers whenever they feel a need and teachers contact parents throughout the year for additional conference times. Report cards and progress reports are sent home a minimum of 4 times a year, with many teachers sending weekly or bi-weekly progress reports, as well as classroom calendars and newsletters. Computer-generated reading reports are sent home weekly to apprise parents of students' progress in the Accelerated Reading program. Annual test results for the Illinois Standards Achievement Tests, the Otis-Lennon School Ability Tests, and the Stanford Achievement Tests are conveyed to parents via printed reports. Parents of Title I/Reading Recovery students receive written reports periodically through the year. News releases and pictures of school events appear regularly in the local newspapers along with a monthly newsletter insert. A great deal of information is posted on the district's website ([www.dist399.net](http://www.dist399.net)), including the state-mandated School District Report Card, teachers' voice mail numbers and e-mail addresses, and the electronic version of the monthly district newsletter. A Fine Arts Festival is held in May to showcase students' art work and music for the community.

### **Part IV, # 4 - Sharing School Successes with other Schools**

A Blue Ribbon School is made up of a group of people working together toward the goal of helping our most precious assets, our children, become the best that they can be. Perpetual and unthreatening communication between the teachers, administrators, parents and students within the school community is imperative. Education is, however, always evolving and the ongoing commitment to improvement requires communication with those outside of the local community as well. Milledgeville Elementary School has improved because of interaction with outside resources such as the Special Education Cooperative, the Regional Office of Education and the State Board of Education. Our district has sought and utilized outside resources such as categorical grants, competitive school improvement grants and technology grants to provide opportunities for growth of students and teachers alike. Milledgeville Elementary School has also improved because staff members attend university classes, workshops and professional meetings, and utilize educational publications, news articles and Internet resources. In pursuit of improvement, our staff members have networked with other educators. As we experience improvement we recognize and celebrate the students' academic performance, the teachers' dedication to improvement and the parents' continuing assistance.

We firmly believe that Blue Ribbon Schools have the obligation to contribute information to other districts to help them more successfully meet the needs of their students. We will welcome visitors to our school and will share how we developed our curriculum and utilized our assets to make a learning climate rich in possibilities for student achievement. We will also share our

State School Report Card, our monthly district newsletter and our successes via the school district website at [www.dist399.net](http://www.dist399.net). As we have reaped the benefits of networking, we will put the word out that networking with a Blue Ribbon School can be mutually beneficial as we exchange a variety of ideas and a wealth of diverse information, making all interacting schools stronger and more productive.

### **Part V, # 1 -Curriculum and Instruction**

The curriculum at Milledgeville Elementary School is aligned to and obligated by Illinois State Standards and the Chadwick-Milledgeville CUSD #399 goals. The curriculum reflects the communities' high expectations for our children's intellectual and personal growth. Using the state standards, current research, and best practice, we have developed programs and materials to support an environment encouraging each child to achieve high expectations and find success in learning. Our curriculum provides multiple opportunities to develop oral and written language skills, as well as critical thinking skills.

- The teaching of basic skills in all curricular areas is combined with life-skills and problem solving skills. For example, third graders study beyond traditional assessment methods by using open-ended questions that have been written and chosen from different sources requiring students to communicate their mathematical thinking. Our students feel more confident showing understanding at test time with proficient and well-supported test answers.
- A strong literacy curriculum integrating reading, writing, speaking, and listening forms the foundation for all curricular areas. For example, after reading about snakes in their basal readers, the second graders formed groups, studied about snakes in the library and on the computer, and then prepared presentations.
- Conceptual development spirals and increases in difficulty as students progress through the grade levels in mathematics. For example, first graders keep an individual running assessment on their developing skills in addition, subtraction, money. Parents are kept aware of their child's development of skills through teacher to home notes.
- Homework is an expectation that develops an explicit connection between school and home to reinforce and expand children's learning and unites teacher/parent relationships. Parent awareness of daily schoolwork supports understanding of a child's strengths and weaknesses.
- Planned enrichment experiences such as field trips, art enrichment programs and cultural arts programs build background knowledge and engage the diverse interests of all children. High school Spanish students visit K-3 classrooms weekly, introducing Spanish language skills.
- An Outdoor Educational Learning Lab, The Prairie Project, develops inquiry-based learning experiences and supports each child's individual learning style while encouraging habitat restoration. Each student is encouraged to learn about native plants and grasses, to plant seeds and bulbs and to view and identify native birds and butterflies.
- A variety of assessments including state-assessments, district-wide achievement tests, diagnostic reading evaluations, and portfolios help inform instruction and evaluate the needs of individual children. For example, the Accelerated Reader Program is based on individual ability, with success and reading levels that are matched to students' individual skills. They are encouraged to get a book for enjoyment of reading and testing and one for the parents to read to them.

- High quality resources, (literature, textbooks, technology and high school students), selected by the staff, support the varied interests and abilities of children and enable students to reach their learning potential. High school students serve as tutors and teacher helpers.
- Our school provides resources that enhance a student's education through the use of technology, including networked computers, curriculum specific software and the Internet. Our goal in providing technology resources is to promote educational excellence by facilitating resource sharing, innovation, communication and collaboration.

## **Part V, #2 – Reading Curriculum**

Our school district has high expectations for students and desired a reading program that would aid them in becoming flourishing and enduring readers. Teachers collaborated within the district and researched reading programs implemented in other school districts. Our school district selected the Scott Foresman literature based reading series. This reading series contains high-quality literature which integrates writing, grammar and spelling into its curriculum. Supplementary materials include audiotapes that introduce vocabulary to students, read-alongs and a website resource for students, parents and educators. Test preparation provided in this reading program assists students in becoming successful readers who are prepared for state and national tests.

Teachers use various teaching methods to aid students in reaching their maximum reading potential:

- Phonemic awareness, sound/symbol association, letter recognition, phonics, word identification, fluency, vocabulary and comprehension are incorporated into instructional lessons in the reading program.
- Independent study and shared reading activities allow students to develop comprehension of material and fluency while reading.
- High school helpers are available to assist students with reading material.
- Progress is measured by informal and formal assessment measures- fluency in oral readings, vocabulary quizzes following each story and a test following each book.
- Different reading levels are incorporated into the reading program to adapt to individualized performance.
- Reading Recovery, a program designed for at risk 1<sup>st</sup> grade students, provides individual assistance by a specialized reading teacher.
- Title I is a program offered to elementary students who display difficulty developing grade-level reading skills; it gives students the opportunity to receive assistance from a specialized reading teacher in a small group.
- A gifted program in our district encourages students to excel by offering more challenging material.
- Accelerated Reader is a program designed to allow students to read at their grade level while progressing in difficulty; comprehension and retention of material are measured by a quiz at the end of each book.

### **Part V, #3 – Writing Curriculum**

It is our mission to build students' strengths toward their full personal potentials. Through a comprehensive writing curriculum, it is our objective to provide the opportunities for students to develop a solid foundation for communication for a variety of purposes. Journal writing, letter writing, reports, comparison essays, and descriptive essays are a few of our on-going writing curriculum activities. Of course, narrative, persuasive, and expository writing are a large part of our program since we are tested in those areas. The Four Square method is implemented to achieve success in those areas. Science and social studies units are often reviewed by having the students write expository essays. To improve our writing skills, we utilize great literature in order to increase the students' vocabulary and increase their thought and imagination. Therefore, we are lucky to have an outstanding library/media specialist who introduces the students to various types of literature and discusses the writing styles of different authors. Another part of our writing program consists of the mechanics. We use Daily Oral Language to emphasize this part of writing. Writing is encouraged across all content areas so that students recognize its relevance in every aspect of life.

### **Part V, #4 – Instructional Methods**

Teachers at Milledgeville Elementary School utilize a variety of instructional methods to improve student learning. They align the curricula to meet the Illinois Learning Standards and set high expectations for student achievement. Their research-based methods of instruction help meet the needs of all students regardless of their learning styles. Some of the strategies used include:

- Direct instruction, which develops skills necessary to become independent learners.
- Cooperative learning experiences in many subject areas to help promote learning and build social skills.
- Problem-based learning experiences to help students apply what they are learning to the real world. This gives their learning meaning.
- Modeling, guided practice, and the use of manipulatives to reach students with a variety of learning styles.
- Small, flexible grouping strategies allow the teacher or aides to work with smaller numbers of students on specific skills or subject areas (one-on-one instruction, differentiated instruction for special needs students).
- Specialized instruction for students with IEPs. Regular classroom teachers work closely with support staff to individualize instruction and provide needed accommodations.
- Technology/media center use. All classrooms are equipped with computers and have Internet access. Each class has scheduled visits to the computer lab and library.

## STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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 3 Reading

Test Illinois Standards Achievement Test

Edition/publication year 1999-2003

Publisher Illinois State Board of Education

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

1999 = 52  
2000 = 63  
2001 = 38  
2002 = 33  
2003 = 36

Number of students who took the test:

1999 = 42  
2000 = 60  
2001 = 38  
2002 = 33  
2003 = 36

What groups were excluded from testing? Why, and how were they assessed?

Prior to 2001 some students with IEP's were excluded as the result of the IEP team's decision that standardized testing in reading was not appropriate. Excluded students were assessed by locally-developed tests.

Number excluded	Year	Percent excluded
2	1999	4
3	2000	5
0	2001	0
0	2002	0
0	2003	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. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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

**STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month – March/April					
<b>SCHOOL SCORES</b>					
Total – Percent of students...					
At or above Academic Warning	100	100	100	100	100
At or above Below Standards	100	97	95	98	100
At or above Meeting Standards	91.7	88	87	75	69
At or above Exceeds Standards	55.6	27	24	18	5
Number of students tested	36	33	38	60	42*
Percent of total students tested	100	100	100	95	81*
Number of students excluded	0	0	0	3	2
Percent of students excluded	0	0	0	5	4
<b>Subgroup Scores</b>					
<b>1. Non-Disabled</b>					
At or above Academic Warning	100	100	100	100	100
At or above Below Standards	100	100	100	98	100
At or above Meeting Standards	91.7	100	94	75	69
At or above Exceeds Standards	55.6	32	28	18	5
<b>2. Not Low Income</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	96	93		
At or above Meeting Standards	100	88	84		
At or above Exceeds Standards	63	28	28		
<b>3. Female</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	100	89		
At or above Meeting Standards	95	84	77		
At or above Exceeds Standards	65	38	24		
<b>4. Male</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	95	100		
At or above Meeting Standards	87.6	90	95		
At or above Exceeds Standards	43.8	20	24		
<b>State Scores</b>					
Total– Percent of students...					
At or above Academic Warning	100	100	100	100	100
At or above Below Standards	91.9	94	93	94	92
At or above Meeting Standards	62	63	62	62	61
At or above Exceeds Standards	21.9	19	19	21	17

NOTE: Empty cells = data not available as a part of the State’s assessment reports.

\* = 3 students absent and 5 tests not scored by State

## **STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

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 3 Math

Test Illinois Standards Achievement Test

Edition/publication year 1999-2003

Publisher Illinois State Board of Education

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

1999 = 52  
2000 = 63  
2001 = 38  
2002 = 33  
2003 = 36

Number of students who took the test:

1999 = 49  
2000 = 60  
2001 = 38  
2002 = 33  
2003 = 36

What groups were excluded from testing? Why, and how were they assessed?

Prior to 2001 some students with IEP's were excluded as the result of the IEP team's decision that standardized testing in math was not appropriate. Excluded students were assessed by locally-developed tests.

Number excluded	Year	Percent excluded
2	1999	4
3	2000	5
0	2001	0
0	2002	0
0	2003	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. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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

**STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for Math

	<b>2002- 2003</b>	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>	<b>1998- 1999</b>
Testing Month – March/April					
<b>SCHOOL SCORES</b>					
Total – Percent of students...	100	100	100	100	100
At or above Academic Warning	100	91	98	100	97
At or above Below Standards	100	91	87	95	81
At or above Meeting Standards	75	61	50	33	20
At or above Exceeds Standards					
Number of students tested	36	33	38	60	49*
Percent of total students tested	100	100	100	95	94*
Number of students excluded	0	0	0	3	2
Percent of students excluded	0	0	0	5	4
<b>Subgroup Scores</b>					
<b>1. Non-Disabled</b>					
At or above Academic Warning	100	100	100	100	100
At or above Below Standards	100	100	100	100	100
At or above Meeting Standards	100	100	90	95	83
At or above Exceeds Standards	75	69	56	33	21
<b>2. Not Low Income</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	92	96		
At or above Meeting Standards	100	92	87		
At or above Exceeds Standards	77.8	67	53		
<b>3. Female</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	86	94		
At or above Meeting Standards	100	86	70		
At or above Exceeds Standards	80	43	35		
<b>4. Male</b>					
At or above Academic Warning	100	100	100		
At or above Below Standards	100	95	100		
At or above Meeting Standards	100	95	100		
At or above Exceeds Standards	68.8	74	62		
State Scores					
Total– Percent of students...					
At or above Academic Warning	100	100	100	100	100
At or above Below Standards	93.1	93	92	90	88
At or above Meeting Standards	75.7	74	74	69	68
At or above Exceeds Standards	31.1	30	28	23	21

NOTE: Empty cells = data not available as a part of the State’s assessment reports.

\* = 1 student absent