

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 832 W. Sheridan Ave.  
(If address is P.O. Box, also include street address.)

Chicago Illinois 60613-3004  
City State Zip Code+4 (9 digits total)

County Cook State School Code Number\* 15016299025-2227

Telephone (773) 534-5800 Fax (773) 534-5783

Web site/URL <http://www.greeley.cps.k12.il.us/> E-mail halvarez1@cps.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\* Mr. Arne Duncan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chicago Public School District #299 Tel. (773) 553-1500

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. Rufus Williams  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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:      465 Elementary schools  
     16 Middle schools  
     0 Junior high schools  
     115 High schools  
     27 Other
- 623 TOTAL
2. District Per Pupil Expenditure:      \$9,564.00
- Average State Per Pupil Expenditure: \$8,786.00

**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. 7 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

6.

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	15	26	7	30	27	57
K	15	18	33	8	30	36	66
1	20	19	39	9			
2	17	21	38	10			
3	24	24	48	11			
4	20	31	51	12			
5	29	26	55	Other	2	3	5
6	30	32	62				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>480</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>11</u> | % White                          |
| <u>13</u> | % Black or African American      |
| <u>75</u> | % Hispanic or Latino             |
| <u>1</u>  | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	9
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	21
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	30
<b>(4)</b>	Total number of students in the school as of October 1	480
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.0625
<b>(6)</b>	Amount in row (5) multiplied by 100	6.25

8. Limited English Proficient students in the school: 33 %  
157 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Spanish, Polish, Russian

9. Students eligible for free/reduced-priced meals: 91%  
 Total number students who qualify: 437

If this method does not produce an 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: 10%  
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>  2  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 33 </u> Specific Learning Disability
<u>  3 </u> Emotional Disturbance	<u>  6 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  1 </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>  2  </u>	_____
Classroom teachers	<u> 21 </u>	_____
Special resource teachers/specialists	<u>  9  </u>	_____
Paraprofessionals	<u>  4  </u>	_____
Support staff	<u>  3  </u>	_____
Total number	<u> 42 </u>	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   23:1
13. Show the attendance patterns of teachers and students as a percentage. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	96 %	95 %	%
Teacher turnover rate	17 %	25 %	32 %	n/a %	n/a %
Student dropout rate (middle/high)	n/a %				
Student drop-off rate (high school)	n/a %				

Teacher turn-over rate is mostly attributed to loss of teaching positions due to low enrollment.

## **PART III - SUMMARY**

---

Horace Greeley Elementary School is located near Lake Michigan and the legendary Wrigley Field in one of Chicago's most diverse areas. Our community mirrors the many multicultural aspects of our great metropolitan city. Greeley is a pre-kindergarten to eighth grade school with an enrollment of approximately 500 students. Our students, faculty, and staff reflect the diversity in our neighborhood and city.

The staff, parents, and community members work together to provide a stimulating learning environment. We are committed to improving academic achievement at all grade levels. Greeley School has implemented exemplary programs such as the school-wide World Language Program (Spanish as a second language) and the Heritage Language Program for Polish, Russian, and Spanish-speaking English Language Learners. All students receive a minimum of 40 minutes of Spanish, Polish or Russian instruction at least 4 days per week during the entire school year. Our goal is bilingualism and multiculturalism for all students.

In addition to our foreign language programs, we are implementing arts instruction in the four core fine art disciplines: music, dance, theater and the visual arts and developing a sequential, standards based curriculum. As part of our core curricular offering, K-5 grade students receive music, dance, theatre and visual arts instruction and students in 6 – 8 grades receive instruction in music and visual arts. The multicultural focus allows us to bring relevant cultural and historic perspectives to our students' educational careers. Professional relationships with fine arts organizations reinforce our firm belief that in order to incorporate the arts into the curriculum in a meaningful way, a professional level of artistic expertise is required.

One of our school improvement goals is to prepare students to enter high school with proficiency in a foreign language. Another goal is to augment existing arts programming during the school day. Greeley School is building upon the academic and social successes it has experienced. These successes are in part the result of greatly expanded arts programming, extensive professional development in the arts, and a love of learning the arts cultivated within the student body over the past 10 years. Our foreign language programs and our multicultural arts initiative are supporting and enhancing student learning across curricular areas.

Greeley has a vision of becoming a citywide fine arts demonstration school specializing in multicultural arts. Kindergarten to fifth grade students would continue to receive a broad exposure to multicultural arts in dance, music, theater, and visual arts. The survey approach would change in sixth grade when students choose a fine arts strand based on their personal affinity to a particular discipline. Fine arts learning at this point would occur by group; music group, theater group, visual arts group, and dance group. Concentrated learning in these art forms would provide an opportunity for skill mastery. Our after school fine arts classes would afford additional opportunities to students outside the school day. This preparation would make Greeley students very desirable to both fine arts as well as traditional high schools because they would enter at an elevated level.

Our future vision includes using Greeley as a lab school for the professional development of new teachers specializing in the areas of bilingual education and fine arts. We would continue our current university partnerships to enhance and support our World Language and Heritage Language programs. University partnerships and relationships with fine arts organizations would provide an opportunity for Greeley master teachers and for artists to help train educators of the future to work effectively with artists and art specialists. Teacher candidates would receive a rich and rewarding teaching experience in a diverse school where all students-including English Language Learners, are achieving success.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### Part IV – Indicators of Academic Success: Assessment Results

The Illinois Standards Achievement Test (ISAT) is the assessment used by the State of Illinois to measure individual student achievement relative to the Illinois Learning Standards. These assessments are designed specifically to check students' performance against the grade level standards across the state. Students enrolled in state-approved bilingual programs for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) instead of the ISAT. There are four performance levels for the ISAT and IMAGE MATH1: 1) Academic Warning (1<sup>st</sup> quartile); 2) Below Standards (2<sup>nd</sup> quartile); 3) Meets Standards (3<sup>rd</sup> quartile); and 4) Exceeds Standards (4<sup>th</sup> quartile). Additional information on the assessment program may be found at <http://www.isbe.net/assessment/default.htm>.

Greeley's combined 3<sup>rd</sup>-8<sup>th</sup> grade scores in reading and mathematics on the ISAT assessment indicate significant and continued growth in academic achievement over the last five years (2002-2006). Gains in Reading reflect an overall growth of 29.9% of students who are meeting or exceeding on state standards. Similarly, students in Math reflect an overall growth of 46.8%. When evaluating IMAGE scores there is a similar upward trend in reading and math.

When examining the grade level trends in reading on the ISAT, third grade scores reflect an overall gain of 38.6%, fifth grade scores reflect an overall gain of 32.2% and eighth grade scores reflect an overall gain of 38.5%. When examining racial subgroup trends in reading they show significant gains as well. African Americans show a gain of 29.1%, Hispanics 27.5%, and Caucasians 28.6%. There is a noticeable achievement gap among the racial sub-groups. Caucasian students have been consistently achieving at higher levels and have the highest percentage of students (39.5% in 2006) exceeding grade level standards. Hispanics followed with 19.1% and African Americans with 12.2% of students exceeding grade level standards. Our other subgroups, English Language Learners and Special Education students, were too low in number for comparison on the ISAT.

When examining the grade level trends in math, third grade scores reflect an overall gain of 47.7%, fifth grade scores reflect an overall gain of 49.9% and eighth grade scores reflect an overall gain of 57.9%. When examining racial subgroup trends in math they show significant gains as well. African Americans show a gain of 36.5%, Hispanics 50.6%, and Caucasians 31.0%. Our other subgroups, English Language Learners and Special Education students, also indicate progress in achievement (45.8% and 57.1% respectively). There is a noticeable achievement gap among the racial sub-groups. Caucasian students have been consistently achieving at higher levels and have the highest percentage of students (97.7% in 2006) meeting or exceeding grade level standards. Hispanics followed with 84.7% and African Americans with 73.5% of students meeting or exceeding grade level standards.

In 2006 our English Language Learners who took the IMAGE assessment demonstrated high levels of achievement on the assessment. In reading 73% of third graders, 87.5% of fifth graders and 80% of eighth graders tested at the meets or exceeds categories. In math 73% of third graders, 75% of fifth graders and 70% of eighth graders also tested at the meets or exceeds categories.

This data is tremendously encouraging to us. Ninety one percent of the Greeley School student-body comes from low-income homes. Despite the economic adversities our students face, they are performing extremely well on standardized assessments. It shows us that our strategic professional development plan and the implementation of research-based strategies in the classroom as well as our fine arts and foreign language programs have been extremely effective in preparing all of our students for increasing levels of achievement. It also shows us that there is yet more work to be done in closing the achievement gap amongst subgroups. These disparities amongst the subgroups reflect city wide and

---

<sup>1</sup> IMAGE reading performance levels are slightly different. Students are rated 1) Beginning, 2) Strengthening, 3) Expanding and 4) Transitioning. ISAT categories meets and exceeds corresponds with level three and four respectively.

national trends. We must continue to intentionally address these disparities ensuring that all students attain the same level of highest achievement.

## **2. Using Assessment Results**

Greeley School uses assessment data to understand and reflect on the impact of the education provided at our school. We employ a three-tiered approach to data driven decision-making. Assessment data is used in the following ways: during the school improvement planning process, to guide professional development and in augmenting instruction to accommodate for student needs.

The Professional Personnel Leadership Committee (PPLC), an internal review committee made up of teachers, along with administrators and other stakeholders gathers, analyzes and summarizes data to identify areas of strengths and concerns. The data results are used in prioritizing school wide strategies and maps activities to improve academic progress. Using the data, the team writes a school improvement plan in consultation with school staff, parents and community residents.

Our professional development programs are also data driven. The areas of concern identified in the school improvement process become the basis of our professional development. Educational consultants are hired to collaborate with school faculty to plan workshops that address the areas of concern.

Teachers meet to review assessment data and plan instruction in grade level and curriculum teams. They analyze the data to drive instruction to address the areas of concern. Teachers implement a differentiated instructional program based on the team meeting determinations. Classroom based assessments are then used to monitor students progress.

We believe that data is a critical component to directing our instructional program. Its strength lies in its ability to give us a clear objective picture of where we are and where we need to go. Without data we are left to subjective information that may hinder true academic progress and growth.

## **3. Communicating Assessment Results**

Greeley School values collaboration and communication with all its stakeholders. Sharing assessment data and student performance occurs through a myriad of ways throughout the school year. Below you will find examples of how we accomplish this objective.

- Progress Reports – Every five weeks, students and parents are given feedback on student performance in the core areas. It provides an opportunity for students to gauge their progress toward the quarterly report cards.
- Report Cards – Every four weeks, students and parents are given feedback in student performance on all their classes. Two of the report card distribution days are designated parent teacher conferences. At the first conference, parents are given an individualized ISAT student report that explains in detail the performance of their child on state assessments. The teachers explain the reports to parents in their native language.
- Local School Council Community Meetings – Two times a year, at the middle and end of the school year, we hold a community meeting during our monthly Local School Council meeting. The purpose of these meetings is to share a mid-year and end-year report on the state of the school. Included in these reports are assessment data.
- Parent Committees – We also hold monthly Parent Advisory Committee and Bilingual Advisory Committee meetings during which we share among other things school assessment data.
- School Report Card Distribution – Parents annually receive school report card data that reflects school wide data and progress.

#### **4. Sharing Success**

Greeley School values collaboration and communication with all its stakeholders. Sharing assessment data and student performance occurs through a myriad of ways throughout the school year. Below you will find examples of how we accomplish this objective.

- Progress Reports – Every five weeks, students and parents are given feedback on student performance in the core areas. It provides an opportunity for students to gauge their progress toward the quarterly report cards.
- Report Cards – Every four weeks, students and parents given feedback on student performance on all their classes. Two of the report card distribution days are designated parent teacher conferences. At the first conference, parents are given an individualized ISAT student report that explains in detail the performance of their child on state assessments. The teachers explain the reports to parents in their native language.
- Local School Council Community Meetings – Two times a year, at the middle and end of the school year, we hold a community meeting during our monthly Local School Council meeting. The purpose of these meetings is to share a mid-year and end-year report on the state of the school. Included in these reports are assessment data.
- Parent Committees – We also hold monthly Parent Advisory Committee and Bilingual Advisory Committee meetings during which we share among other things school assessment data.
- School Report Card Distribution – Parents annually receive school report card data that reflects school wide data and progress.

## PART V – CURRICULUM AND INSTRUCTION

---

**1. Curriculum** - The Horace Greeley Elementary School provides our students with a holistic approach to education. We integrate a strong core area curriculum with high quality instruction for kindergarten through eighth grade students in the areas of English language arts, math, social science, science, foreign language and fine arts. We are driven by the belief that all students can excel when the instructional program utilizes research-based approaches to meeting the needs of a diverse student population. Utilizing a school-wide multidimensional approach to learning, keeping students actively involved in high caliber learning tasks and investing in the quality of teaching staff through establishing professional learning communities are ways in which we accomplish this task. The elementary school Illinois Learning Standards are the foundational elements upon which all of our curriculum and instruction is built. As the core of our curriculum, all teachers are required to develop each lesson to the standards.

**English Language Arts** - The research based English language arts curriculum uses high-interest, authentic literature reading in the content areas to provide instruction in reading, literature, writing, research, listening and speaking. Greeley School uses differentiated instruction in mixed ability classrooms to meet the needs of all students. We use a researched based systematic and intensive instructional program for early reading intervention.

**Math** - The standards based Math curriculum that drives instruction engages students in learning activities that will help them master the goals and objectives. We utilize math instruction to help students develop critical skills in problem solving, pattern identification, data analysis and communication. Real-life connections are accomplished through the different instructional activities that integrate math with other content areas such as reading, science, social science, etc. Through our math curriculum we want to prepare our students for the challenges that they will be confronted with in the future.

**Social Science** - The social science curriculum instructs students about political systems, economics, history, geography and social systems. One of the strengths of our social science curriculum is that it fosters student engagement through project-based learning and the implementation of fine arts integration units. This practice has given all students the opportunity to demonstrate their learning through the fine arts.

**Science** - The science curriculum encompasses three primary goals. It fosters an understanding of inquiry and design, comprehension of fundamental concepts as they interrelate among science disciplines and expose our students to learning experiences that will inform them of the relationships that exist among science, technology and society. This is accomplished through a blended approach to teaching and learning. Science is taught through direct instruction, cooperative groupings and project based learning. Science lab instruction, technology integration and school wide activities foster student engagement.

**Foreign Language** - Spanish as a Second Language is taught to kindergarten through eighth grade students for 160 minutes a week. One of the *Foreign Language in the Elementary Schools* program goals is for students to demonstrate literacy skills in Spanish after several years of instruction. Student engagement is fostered through different instructional strategies such as *Total Physical Response*, storytelling and arts integration units. Our foreign language program encompasses the Heritage Language Program where Polish, Russian and Spanish speaking students continue to develop their native language skills. Students are engaged through in learning through authentic literature and project-based activities.

**Fine Arts** - We are implementing a curriculum for the arts within the framework of “world cultures” that fits into the Illinois fine arts standards. The arts reflect what is important to a society and this framework enables our students to learn arts through history and the world. In addition students learn about the beauty

of the arts within our schools own community. To refine the “cultural approach” concept our students study a specific country or culture, a general period in history or a particular art style. Students are engaged in authentic fine art experiences that include creating and performing.

## **2. . Elementary School Reading**

Greeley School uses differentiated instruction in mixed-ability classrooms to provide for the individual needs of our students. The reading curriculum supports Illinois state standards and uses high-interest, authentic literature reading in the content areas to provide instruction in reading, literature, writing, listening, speaking, and research. Active participation and social interaction are integral parts of flexible grouping instruction in reading. We chose this approach to enable students to have access to grade appropriate concepts and ideas and for them to develop the strategies necessary to become self-directed readers. Intensified English as a Second Language (ESL) instruction is a vital component of our bilingual education programs. Students receive a formal ESL class every day. In addition, students continue to receive ESL instruction through the content areas. Research based instructional approaches that we use include: learning centers, hands on activities, contracts, investigative projects and scaffolds. Teachers read aloud from appropriate texts that include quality children’s literature or other texts related to curriculum units or themes. They provide scaffolded instruction, first by modeling a strategy, then by providing guided and independent practice. Students are instructed to make extensive connections to other texts, the world, and/or self through discussion or writing about the text. Teachers focus instruction on key words in the text and provide multiple exposures and a variety of experiences to actively engage all students in learning word meaning. The teacher models fluent oral reading and teaches strategies for improving fluency. Teachers guide the students in previewing the text by having them determine the genre, text structure, and key features of the text to predict the possible contents and to discuss evidence for their predictions. Methods such as graphic organizers, KWL’s, and predictions are used to engage all students in arousing their prior knowledge before reading. Students are taught to self-monitor their comprehension by stopping to summarize and check understanding. Teachers provide extensive opportunities for sustained student-to-student interaction to help them construct meaning of the text and ask questions that help students clarify and extend thinking (analyze, synthesize, compare/contrast, evaluate). They provide opportunities to generate higher order questions and refer to the text to support their responses. It is important to know that these approaches are also used in our Polish, Russian and Spanish language arts programs.

## **3. Additional Curriculum Area**

We seek to accomplish our vision of bilingualism and multiculturalism for all students through our World Language (foreign language) program. Our Foreign Language in the Elementary School (FLES) program encompasses grades kindergarten through eighth grade. Students receive at least 160 minutes of Spanish, Polish or Russian instruction per week. One of the program’s goals is for students to achieve proficiency in a foreign language (speaking, listening, reading and writing) after several years of instruction. This is accomplished by engaging students the following activities: Total Physical Response (TPR) activities and storytelling, modeling, comprehension questions, making cultural connections to real life, activating prior knowledge, role-playing, reading, writing, presentations and discussions. Currently, the World Language teachers are being trained in integrating fine arts in their instructional program. We want to prepare our students to live in a multilingual and culturally diverse global society. The FLES program is helping us to accomplish this goal as well as increasing reading achievement in the areas of word knowledge, fluency, comprehension and writing. Student achievement at Greeley supports the following Illinois Learning standards statement, “Research studies indicate that studying another language may give students the “edge” needed to succeed at higher levels in some other subjects.”

#### **4. Instructional Methods**

Greeley has adopted some school-wide instructional strategies that are implemented across the curriculum at all grade levels such as: Q & R (a question and response strategy), Reciprocal Teaching (a strategy where students are engaged in the teaching process), Read-Alouds, Guided Reading and Word Walls (sight words for vocabulary development). Through our professional development program and off-site conferences teachers have acquired a 'tool box' of additional instructional strategies that they choose to draw from based on content, student needs, teacher expertise and creativity. These strategies include the use of a variety of graphic organizers and additional research based methods for English Language Learners and special education students. We are servicing all of our special education students in inclusion and resource settings. In order to continue to improve student learning in all NCLB groups and sub-groups, Greeley is continuing to train teachers on differentiated instruction as we increase the use of student assessment data to drive our instructional program.

An important component of our instructional program is the belief that we must validate, celebrate and build upon the language and culture students bring to our school. One of the ways in which we do this is by providing a Heritage Language Program for Polish, Russian and Spanish-speaking English language learners. Another tenet is that bilingualism is for all and that the benefits of learning a second language include gains in academic achievement across the curriculum. For this reason, Spanish as a Second Language is taught in the monolingual program four times a week during the entire school year. Another core value is the conviction that the fine arts, which is an integral part of our curriculum, enhances student achievement. Teachers and artists plan and implement teaching units where both the content area and fine arts standards are addressed. These core values are supported by research findings in second language acquisition, bilingual education studies, as well as fine arts research.

#### **5. Professional Development**

The Greeley School improvement plan is the foundation for professional development planning. Various stakeholders analyze school data to determine instructional priorities. These priorities become the specific targets for improvement that are addressed in our professional development plan.

As part of our professional development plan Greeley School has established partnerships with educational institutions. Our partnerships include Loyola University in the areas of Special Education, reading and math; North Park University in the area of Bilingual Education and the Illinois Resource Center in the area of English as a Second Language. The educational consultants from these institutions work with Greeley staff to plan practical instructional strategies for teachers to use to improve student learning. We have found that grouping primary, intermediate and upper grade teachers in separate workshops for professional development allows for focused and meaningful presentations. Our approach to professional development also includes classroom observations, individualized feedback and consultations with classroom teachers in order to strengthen the implementation of the strategies. The Illinois Reading First grant, a component of the No Child Left Behind legislation, provided the necessary funds to establish our professional development model in the primary grades. Our goal is to increase student achievement by developing expert teachers that can assist one another to enhance their teaching.

We are currently, in the process of adding to our professional development plan a study group model where teachers will work in small groups on acquiring and implementing research based learning strategies. These groups will meet periodically through out the year for learning, reflecting, lesson development, collegial support and evaluation of student learning.

## PART VII - ASSESSMENT RESULTS

### FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **READING** Grade: **3rd** Test: **Illinois Standard Achievement Test (ISAT)**

Publisher: **State of Illinois**

Edition/Publication Year	2006	2005	2004	2003	2002
<b>READING</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	65	66	72	73	26
% "Exceeding" State Standards	25	33	33	33	5
Number of students tested	20	24	18	15	19
<b>SUBGROUP SCORES</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	60	68	NA	NA	25
% "Exceeding" State Standards	30	37	NA	NA	12
Number of students tested	10	16	9	8	8
* NA where data are not available					

### FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **READING** Grade: **4th** Test: **Illinois Standard Achievement Test (ISAT)**

Publisher: **State of Illinois**

Edition/Publication Year	2006				
<b>READING</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	75				
% "Exceeding" State Standards	34				
Number of students tested	38				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— African American</i>					
% "Meeting" and "Exceeding" State Standards	73				
% "Exceeding" State Standards	13				
Number of students tested	NA				
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	73				
% "Exceeding" State Standards	41				
Number of students tested	NA				
* NA where data are not available					

### FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **Reading** Grade: **5TH GRADE** Test: **Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>READING</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	74	64	66	48	42
% "Exceeding" State Standards	30	14	17	16	4
Number of students tested	43	34	39	54	45
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>- Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	72	69	70	45	46
% "Exceeding" State Standards	12	17	10	17	3
Number of students tested	25	23	20	35	33
<b>3. ELL</b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	NA	91	77	13	19
% "Exceeding" State Standards	NA	36	18	0.0	0.0
Number of students tested	NA	11	22	15	16

\* NA where data are not available

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Reading Grade: 6TH GRADE Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year 2006**

<b>READING</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	<b>76</b>				
% "Exceeding" State Standards	<b>10</b>				
Number of students tested	<b>48</b>				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— African American</i>					
% "Meeting" and "Exceeding" State Standards	<b>63</b>				
% "Exceeding" State Standards	<b>10</b>				
Number of students tested	<b>NA</b>				
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	<b>63</b>				
% "Exceeding" State Standards	<b>13</b>				
Number of students tested	<b>NA</b>				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Reading Grade: 7TH GRADE Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year 2006**

<b>READING</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	73				
% "Exceeding" State Standards	16				
Number of students tested	57				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— African American</i>					
% "Meeting" and "Exceeding" State Standards	64				
% "Exceeding" State Standards	4				
Number of students tested	NA				
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	59				
% "Exceeding" State Standards	11				
Number of students tested	NA				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8TH GRADE Test: Illinois Standard Achievement Test

Publisher: State of Illinois

Edition/Publication Year	2006	2005	2004	2003	2002
<b>READING</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	95	78	64	66	56
% "Exceeding" State Standards	21	4	0	9	0
Number of students tested	61	51	59	67	62
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— African American</i>					
% "Meeting" and "Exceeding" State Standards	92	73	75	75	64
% "Exceeding" State Standards	15	7	0	8	0
Number of students tested	13	15	12	12	11
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	94	77	62	61	48
% "Exceeding" State Standards	21	3	0	10	0
Number of students tested	33	30	34	41	39
<i>— Caucasian</i>					
% "Meeting" and "Exceeding" State Standards	100	NA	62	69	NA
% "Exceeding" State Standards	NA	NA	0	8	NA
Number of students tested	13	NA	13	13	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: MATH Grade: 3RD GRADE Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

Edition/Publication Year	2006	2005	2004	2003	2002
<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	75	83	78	93	47
% "Exceeding" State Standards	40	42	40	36	11
Number of students tested	20	24	18	15	19
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	100	88	NA	NA	NA
% "Exceeding" State Standards	50	44	NA	NA	NA
Number of students tested	10	16	NA	NA	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Math Grade: 4th Grade Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

Edition/Publication Year	2006				
<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	91				
% "Exceeding" State Standards	31				
Number of students tested	38				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	73				
% "Exceeding" State Standards	41				
Number of students tested	NA				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 5th Grade Test: Illinois Standard Achievement Test (ISAT)

Publisher: State of Illinois

Edition/Publication Year

2006

2005

2004

2003

2002

<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	86	71	74	61	36
% "Exceeding" State Standards	9	0	0	2	2
Number of students tested	43	34	39	54	47
<b>SUBGROUP SCORES</b>					
<b>1. <u>Race</u></b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	96	74	70	54	41
% "Exceeding" State Standards	4	0	0	0	3
Number of students tested	25	23	20	35	35
<b>3. <u>ELL</u></b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	NA	73	82	20	25
% "Exceeding" State Standards	NA	0	0	0	0
Number of students tested	NA	11	22	15	16

\* NA where data are not available

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Math Grade: 6th Grade Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year 2006**

<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	76				
% "Exceeding" State Standards	6				
Number of students tested	48				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	63				
% "Exceeding" State Standards	13				
Number of students tested	NA				

\* NA where data are not available

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Math Grade: 7th Grade Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year 2006**

<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	75				
% "Exceeding" State Standards	11				
Number of students tested	57				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	70				
% "Exceeding" State Standards	5				
Number of students tested	NA				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Mathematics Grade: 8 Test: Illinois Standard Achievement Test (ISAT)**

**Publisher: State of Illinois**

**Edition/Publication Year**

2006

2005

2004

2003

2002

<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	95	63	53	58	37
% "Exceeding" State Standards	36	20	12	13	7
Number of students tested	61	51	59	67	62
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— African American</i>					
% "Meeting" and "Exceeding" State Standards	85	27	58	33	36
% "Exceeding" State Standards	15	7	17	0	9
Number of students tested	13	15	12	12	11
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	97	77	44	54	30
% "Exceeding" State Standards	35	23	9	10	5
Number of students tested	33	30	34	41	39
<i>— Caucasian</i>					
% "Meeting" and "Exceeding" State Standards	100	NA	69	92	NA
% "Exceeding" State Standards	62	NA	15	31	NA
Number of students tested	13	NA	13	13	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Reading Grade: 3rd GRADE Test Illinois Measure of Language Growth in English**  
**Publisher: State of Illinois**

Edition/Publication Year	2006	2005	2004	2003	2002
<b>READING</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	73	56	39	18	36
% "Exceeding" State Standards	30	5	6	12	7
Number of students tested	37	25	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	71	52	37	16	NA
% "Exceeding" State Standards	23	3	7	13	NA
Number of students tested	31	22	NA	NA	NA
<b>3. ELL</b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	73	80	39	18	36
% "Exceeding" State Standards	NA	NA	6	12	7
Number of students tested	37	25	NA	NA	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Reading Grade: 4<sup>th</sup> GRADE Test Illinois Measure of Language Growth in English**  
**Publisher: State of Illinois**

Edition/Publication Year	2006				
<b>READING</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	86				
% "Exceeding" State Standards	43				
Number of students tested	15				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	88				
% "Exceeding" State Standards	41				
Number of students tested	NA				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: READING Grade: 5th GRADE Test: Illinois Measure of Language Growth in English**

**Publisher: State of Illinois**

**Edition/Publication Year**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>READING</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	<b>80</b>	<b>66</b>	<b>24</b>	<b>58</b>	<b>46</b>
% "Exceeding" State Standards	<b>29</b>	<b>28</b>	<b>9</b>	<b>42</b>	<b>15</b>
Number of students tested	<b>16</b>	<b>16</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	<b>93</b>	<b>60</b>	<b>17</b>	<b>NA</b>	<b>NA</b>
% "Exceeding" State Standards	<b>29</b>	<b>20</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
Number of students tested	<b>14</b>	<b>13</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>3. ELL</b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	<b>88</b>	<b>75</b>	<b>24</b>	<b>58</b>	<b>NA</b>
% "Exceeding" State Standards	<b>NA</b>	<b>28</b>	<b>9</b>	<b>42</b>	<b>NA</b>
Number of students tested	<b>16</b>	<b>16</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* NA where data are not available

### FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: READING Grade: 6th GRADE Test: Illinois Measure of Language Growth in English**

**Publisher: State of Illinois**

**Edition/Publication Year**

	<b>2006</b>				
<b>READING</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	<b>60</b>				
% "Exceeding" State Standards	<b>30</b>				
Number of students tested	<b>12</b>				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	<b>60</b>				
% "Exceeding" State Standards	<b>12</b>				
Number of students tested	<b>NA</b>				

\* NA where data are not available

### FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: READING Grade: 7th GRADE Test: Illinois Measure of Language Growth in English**

**Publisher: State of Illinois**

**Edition/Publication Year**

	<b>2006</b>				
<b>READING</b>	2005-2006				
Testing month	March				

<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	<b>80</b>				
% "Exceeding" State Standards	<b>47</b>				
Number of students tested	<b>12</b>				

## **FORMAT FOR STATE CRITERION-REFERENCED TESTS**

**Subject: READING Grade: 8th GRADE Test: Illinois Measure of Language Growth in English (IMAGE)**

**Publisher: State of Illinois**

**Edition/Publication Year**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>READING</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	<b>80</b>	<b>73</b>	<b>53</b>	<b>50</b>	<b>45</b>
% "Exceeding" State Standards	<b>30</b>	<b>28</b>	<b>5</b>	<b>39</b>	<b>5</b>
Number of students tested	<b>10</b>	<b>11</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>SUBGROUP SCORES</b>					
<b>3. <u>ELL</u></b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	<b>80</b>	<b>73</b>	<b>53</b>	<b>50</b>	<b>45</b>
% "Exceeding" State Standards	<b>NA</b>	<b>NA</b>	<b>5</b>	<b>39</b>	<b>5</b>
Number of students tested	<b>10</b>	<b>11</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* NA where data are not available

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **MATH** Grade: **3RD GRADE** Test: Illinois Measure of Language Growth in English (IMAGE)

Publisher: **State of Illinois**

Edition/Publication Year

	2006	2005	2004	2003	2002
<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	73	39	50	41	36
% "Exceeding" State Standards	8	NA	0	0	0
Number of students tested	37	39	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	68	34	NA	NA	NA
% "Exceeding" State Standards	0	NA	NA	NA	NA
Number of students tested	31	35	NA	NA	NA
<b>3. ELL</b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	73	39	50	41	36
% "Exceeding" State Standards	NA	3	0	0	0
Number of students tested	37	39	NA	NA	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **MATH** Grade: **4th GRADE** Test: Illinois Measure of Language Growth in English (IMAGE)

Publisher: **State of Illinois**

Edition/Publication Year

	2006				
<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	81				
% "Exceeding" State Standards	10				
Number of students tested	15				
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>— Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	88				
% "Exceeding" State Standards	41				
Number of students tested	NA				
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 5TH GRADE Test: Illinois Measure of Language Growth in English (IMAGE)

Publisher : State of Illinois

Edition/Publication Year	2006	2005	2004	2003	2002
<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	71	40	27	67	46
Number of students tested	16	33	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. Race</b>					
<i>- Hispanic</i>					
% "Meeting" and "Exceeding" State Standards	71	31	17	NA	NA
% "Exceeding" State Standards	NA	0	0	NA	NA
Number of students tested	14	26	NA	NA	NA
<b>3. ELL</b>					
<i>-Yes</i>					
% "Meeting" and "Exceeding" State Standards	75	39	27	67	46
Number of students tested	16	33	NA	NA	NA
* NA where data are not available					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 6th GRADE Test: Illinois Measure of Language Growth in English (IMAGE)

Publisher: State of Illinois

Edition/Publication Year	2006				
<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	50				
% "Exceeding" State Standards	0				
Number of students tested	12				

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: MATH Grade: 7th GRADE Test: Illinois Measure of Language Growth in English (IMAGE)**

**Publisher: State of Illinois**

**Edition/Publication Year 2006**

<b>MATHEMATICS</b>	2005-2006				
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	67				
% "Exceeding" State Standards	33				
Number of students tested	12				

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Subject: Math Grade: 8TH GRADE Test: Illinois Measure of Language Growth in English (IMAGE)**

**Publisher: State of Illinois**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>MATHEMATICS</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" and "Exceeding" State Standards	70	33	25	50	45
% "Exceeding" State Standards	10	0	6	11	15
Number of students tested	10	18	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>3. <u>ELL</u></b>					
<i>- Yes</i>					
% "Meeting" and "Exceeding" State Standards	70	33	25	50	45
% "Exceeding" State Standards	NA	0	6	11	15
Number of students tested	10	18	NA	NA	NA

\* NA where data are not available