

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 Dr. Lisa Mondale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pierce Downer School
(As it should appear in the official records)

School Mailing Address 1436 Grant Street
(If address is P.O. Box, also include street address.)

Downers Grove Illinois 60515-2797
City State Zip Code+4 (9 digits total)

County DuPage State School Code Number* 190220580022010

Telephone (630) 719-5860 Fax (630) 719-1176

Web site/URL http://www.dg58.org/schools/pd/index.htm E-mail lmondale@dg58.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

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

District Name Downers Grove Grade School District 58 Tel. (630) 719-5800

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. Thomas J. Cunningham
(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 _____

**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 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

1. Number of schools in the district: __11__ Elementary schools
 __ 2__ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

 __13__ TOTAL
2. District Per Pupil Expenditure: \$6,191

 Average State Per Pupil Expenditure: \$5,366
3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. **4**_____ Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	27	21	48	8			
1	27	25	52	9			
2	27	23	50	10			
3	32	20	52	11			
4	19	31	50	12			
5	20	21	41	Other			
6	30	27	57				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							350

6. Racial/ethnic composition of the school: 93 % White
2 % Black or African American
2 % Hispanic or Latino
3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 2 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	350
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: <1 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 11

10. Students receiving special education services: 13 %
45 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>13</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>28</u>	<u>14</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. 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	90%	90%	88%	89%	99%
Daily teacher attendance	91%	92%	91%	93%	89%
Teacher turnover rate	0%	4%	8%	4%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Pierce Downer School is located in Downers Grove, Illinois, and services Kindergarten through Grade 6 students via the regular education curricula as well as through various support programs, including special education services, gifted and talented programs, and reading support services such as the Reading Success Program. The mission of Pierce Downer, in partnership with parents and community, is to challenge each child by providing quality educational programs and support services in safe, nurturing environments in order to prepare all students to be lifelong learners and contributing members of society.

Enthusiastic volunteerism and support from our school attendance area is a hallmark of this school. The Village of Downers Grove provides civic and environmental programs for all our students. Parents and neighbors contribute expertise and time to enrich our students' education, and the students are also very active in community service. For instance, we have an EarlyAct Club that has raised and contributed thousands of dollars to the Red Cross and Feed the Children, sent 500 pounds of supplies to our soldiers in Iraq, made over 500 fleece hats for children undergoing chemotherapy at area hospitals, purchased animals through Heifer International for impoverished families in underdeveloped countries, and supports DiveHeart, a national organization that provides and supports educational SCUBA diving and snorkeling programs that are open to any physically impaired child in the hope of providing both physical and psychological therapeutic value to that person. Meanwhile, our Student Council has sent over \$6,000 to the Susan G. Komen Foundation over the past three years, collects Toys for Tots for the U.S. Marines' distribution, and has also sent many boxes of school supplies to those devastated by Hurricane Katrina.

While our students are actively involved in the world around them, they also are extremely high achieving academically. 100% of our students in Grades 4 and 6 either met or exceeded state standards in mathematics in addition to 100% of the fourth graders meeting or exceeding state standards in science. Students strive for academic excellence because it is highly celebrated at Pierce Downer. We offer before and after school programs in foreign language and chess instruction that support students' desire to develop their intellectual gifts. Additionally, the integration of technology is imbedded in all curricula because access to information, in all formats, at all levels, and to all members of the learning community is an essential component to learning. Technology is used not only as a product through its resources but also as a process for solving learning challenges. We also recognize that technology links learning to the global community.

In short, Pierce Downer School is composed of intelligent, compassionate citizens who strive to excel academically while demonstrating a social conscience.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Illinois Standards Achievement Tests (ISAT) are given in grades 3-6 at Pierce Downer School and measure individual student achievement relative to the Illinois Learning Standards. The state assessments have four performance levels which include *Exceeds*, *Meets*, *Does Not Meet*, and *Academic Warning*. *Exceeds Standards* indicates that the student's work demonstrates advanced knowledge and skills in the subject. The student demonstrates that (s)he can creatively apply knowledge and skills to solve problems and evaluate results. The *Meets Standards* level means that the student's work demonstrates proficient knowledge and skills in the subject and that the student can effectively apply knowledge and skills to solve problems. *Below Standards* denotes that the student's work demonstrates basic knowledge and skills in the subject; however, because of gaps in learning, the student applies knowledge and skills in limited ways. Finally, *Academic Warning* means that the student's work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, the student applies knowledge and skills ineffectively.

State reading and mathematics tests are given in grades 3–6 with the addition of science at Grade 4. The Reading ISAT measures a student's ability to read, understand, and discuss literature representative of various societies, eras, and ideas. Two reading responses must be completed by each student to demonstrate his/her ability to interpret what (s)he has read. Our reading scores over the past four years indicate continual improvement, especially at the fifth grade. Meanwhile, mathematics is tested in grades 3-6 and assesses students' ability to demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratio, and proportions. Also, students must show that they understand algebraic, analytical, and geometric methods to identify and describe patterns and relationships in data, solve problems, and predict results. They must additionally demonstrate they can collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability. Not only are they required to answer multiple choice questions, but they must also complete a written extended response to demonstrate their problem solving abilities. Math scores at our school have consistently indicated the remarkable mathematical ability of all our students. What is particularly noteworthy is that absolutely no student at Pierce Downer scored in the Academic Warning level in any subject for 4 years out of 5 year's of data. Furthermore, no significant disparity exists between male and female performance across grade levels in a particular subject; however, more females at Grade 3 *Exceeded* standards in reading and more boys *Exceeded* math standards at Grade 5. Other subgroups cannot be selected for valid comparison due to fewer than five students being represented per grade level. Further information regarding our state assessments can be found at www.isbe.net.

2. Using Assessment Results:

The Pierce Downer School Improvement Team composed of teachers, parents, and the school principal complete extensive data analysis of local, standardized, and state assessments in order to complete the annual School Improvement Plan. The School Improvement Team, as well as the complete faculty, review average scores by grade level, track standardized and state testing results over grades and "like groups" over time, and teachers chart each student's reading fluency growth that is measured three times per year.

The school principal provides teachers with lists of students who have exceeded state standards, missed proficiency designations by five points or less on their cut scores, as well as identifies any students who did not meet state standards. This enables teachers to provide specialized instruction and opportunities to enrich those students in various curricula and study skills. Moreover, the school utilizes a sophisticated software program that disaggregates assessment data by school, grade levels, demographics, and individual

students. Every teacher at the school has access and ability to manipulate four years' worth of assessment data that includes standardized testing, state testing, and individualized fluency scores.

Finally, assessment results determine what annual goals for improvement will be set for the school. Not only are goals written, but activities to accomplish the goals, evaluation methods to indicate success, and budgetary itemization are documented to facilitate and measure the goals' accomplishment.

3. Communicating Assessment Results:

A spreadsheet of the annual ISAT scores for the past 5 years and the annual School Improvement Plan are presented at an evening public meeting. Assessment results and the School Improvement Plan are provided to every student's parents and are available in the school's vestibule. The local newspapers also report the school's scores to the general public and advertise our school's evening meeting that is held to explain to the public the school's success.

Beyond the state assessment data, our students' many accomplishments are celebrated in the paper, on our local television station, in the school's and district's newsletters, on our school's website, and demonstrated at community performances.

4. Sharing Success:

Each school is required by the state to write a comprehensive School Improvement Plan on an annual basis. All the schools in Downers Grove Grade School District 58 submit a School Improvement Plan to the Assistant Superintendent for Curriculum and Instruction, and she compiles all the plans and distributes a large binder to each school. This enables the School Improvement Teams to review other schools' goals, activities, and scores. While analyzing other schools' scores, we recognize their areas of strength and seek to learn from our colleagues. For instance, we at Pierce Downer have gone to other high performing schools to observe instructional practices which promotes collegiality as well as strengthens our teachers' instructional practices.

Monthly newsletters that are produced at each school are also shared among all the buildings to enable the staff to read what is being accomplished and planned at other schools. Meanwhile, the principals collaborate formally twice each month by meeting for an hour prior to each Administrators Meeting to share information and provide assistance to one another. Moreover, time is scheduled in the agenda at each Administrators Meeting for a focus topic to be facilitated by a principal to promote greater insight and support. Finally, the Downers Grove Education Foundation, a non-profit organization that supports local schools, awards \$1,000 to \$5,000 grants to schools that partner with at least one other school to provide students with creative curricular opportunities that complement the current curricular offerings.

To share curricular information with parents, we provide a Curriculum Overview booklet. This overview was developed to provide the community with a general understanding of the major curricular areas and give insight into the general instructional focus at each grade level.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school's curriculum is aligned with the Illinois Learning Standards and is presented to students to interest, involve and challenge them. For instance, social studies encourages the knowledge and skills of responsible citizenship. This knowledge includes an awareness of the contributions of the diverse cultures which comprise our nation's people. Social studies at Pierce Downer also provides students with an understanding of our national role in a world community, while offering opportunities to develop a sense of the past, present, and preparation for the future. Our science curriculum actively engages students in a process-oriented curriculum which encourages students to question, investigate, discover, and understand scientific concepts and apply them to the real world. Science at Pierce Downer School is a hands-on, inquiry-based program with activities that promote investigation and analysis. Students use evidence and strategies for developing or revising an explanation and work in collaborative, small groups to actively apply their learning in science. Not only do our students conduct research and experiments, but they also visit world famous resources. Our school is closely located near the Morton Arboretum, Argonne National Laboratory, and Fermi National Accelerator Laboratory. Moreover, Chicago is only 25 miles east of our school, and it boasts the Adler Planetarium and Astronomy Museum, Shedd Aquarium, Museum of Science and Industry, and the Field Museum of Natural History. Therefore, our students visit multiple resources each year to enrich their science background. The goal in Language Arts is to cultivate in all students an excitement for learning and the ability to communicate effectively through listening, writing, and speaking for a variety of purposes. Students also learn to use language arts to acquire, assess, and communicate information. The reading and math curricula are outlined in #2 and #3 of Part V. Music is an integral part of our school curriculum because the performance, appreciation, and understanding of fine music is an avenue for developing the aesthetic component of a child's personality. Each child is a special kind of musician and has the capacity to respond to music in ways that are satisfying to him or her as a unique individual. General music at all grades includes a planned sequence of experiences to promote musical responsiveness, understanding, and competence. Band, orchestra, and chorus are also offered to all our students beginning at grade 4. The vision of our Art curriculum is to develop individuals who are able to incorporate art as a powerful language of expression in their daily lives through the instruction of basic principles and elements of art, art history and appreciation, using a variety of media, methods, and materials. We integrate art with other curricular areas and present art in the context of a multi-cultural world. Finally, our physical education curriculum prepares and encourages students to each develop a positive attitude toward participation in physical activity for the pursuit of fitness and wellness for life. Our students have daily physical education and as a result understand the physical development, structure, and function of the human body as well as understand the principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

We utilize a rigorous and comprehensive curriculum development and revision system that involves students, teachers, parents, and other staff members. As part of the curricular review and development, overall goals are created and objectives are developed for each grade level. Part of this process looks at issues of assessment and seeks to align the state tests, Stanford Achievement Test, and local assessments with curricular materials. Moreover, differentiation of instruction is a school improvement goal that emphasizes our commitment to educate and challenge each child based on ability level, learning style, and interest by integrating effective instructional strategies within the curricula and the classroom while demonstrating to students how each of us is a citizen and contributing member of our school and local community. The teachers continue to create, expand, and share with each other ways they differentiate instruction to keep students challenged and engaged as learners. Teachers learn varied approaches to what students need to learn (content), how they will make sense of ideas (process), or how they will show what

they have learned (products) in order to increase the likelihood that students will make sense of their learning experience.

2. (Elementary Schools) Reading:

We learn to read and read to learn. We believe that all students will learn to become strategic, efficient, and independent readers through explicit instruction and modeling in all curricular areas within an environment that fosters the joy of reading. A Balanced Literacy Framework with daily guided reading, self-selected reading, working with words, and writing was selected because of its proven efficacy and student engagement. Not only is each classroom teacher provided extensive training each year with reading strategies such as CRISS (Creating Independence through Student owned Strategies), but we also utilize a reading specialist as a literacy coach to model lessons within classrooms to strengthen teachers' instruction. Our reading specialist also supports teachers in identifying needs of students reading below grade level and providing intervention strategies to use. We have a Reading Success Program which is modeled after Reading Recovery to provide intense intervention at first grade. Read Naturally for grades 2–6 assists students with reading fluency. We also identify students who are accelerated readers and provide them with appropriate reading materials, instruction, and opportunities to foster their growth.

We actually begin working on literacy skills before our students even begin kindergarten. Each year we have a Kindergarten Round-Up when we have incoming kindergartners come to school for a literacy lesson. Near the end of that lesson, each student and his/her parent is given directions, materials, and a disposable camera to create a personalized ABC Book to bring to school the first day of kindergarten. The student takes pictures of objects that begin with each letter of the alphabet and creates a book of pictures and then prints the word naming the object. Our emphasis on literacy beginning with Kindergarten Round-Up has excited our learning community and demonstrated a significant increase in kindergarten literacy skills.

3. Additional Curriculum Area:

Our math curriculum challenges all our students with high standards and expectations while fostering a joy and passion for mathematics which supports our mission here at Pierce Downer. Moreover, the math curriculum creates a deep understanding of developmentally appropriate concepts, offering real-life applications, projects, and connections. Pierce Downer School's math program contains a depth of mathematics knowledge, with a breadth and balance across grade levels that challenges and stimulates mathematical thinking. We strive to enable students to communicate ideas and share their mathematical thinking process with others. Everyday Mathematics instructional materials developed from the University of Chicago School Mathematics Project, are utilized as a foundation for our math curriculum. These materials introduce children to all the major mathematical domains – number sense, algebra, measurement, geometry, data analysis, and probability – beginning in Kindergarten. We believe the children of the 21st Century need a mathematics curriculum that is both rigorous and balanced, and where conceptual understanding while building a mastery of basic skills is emphasized. Our math curriculum explores the full mathematics spectrum, not just basic arithmetic. Moreover, it is based on how children learn, what they are interested in, and the future for which they must be prepared. We highlight problem solving for everyday situations, developing readiness through hands-on experiences, establishing links between past experiences and explorations of new concepts, sharing ideas through discussion, cooperative learning through partner and small-group activities, practice through games, ongoing review throughout the year, informal assessments, and a home-school partnership.

4. Instructional Methods:

Student engagement is maintained via numerous instructional methods at Pierce Downer School. Explicit, direct instruction is provided; however, our mission is to actively engage students through inquiry and process-oriented curricula which encourages students to question, investigate, discover, and understand concepts and apply them to the real world. Cooperative groups, inquiry-based learning, and constructivism are frequently utilized. Technology is also a major instructional tool incorporated throughout all curricula. In fact, two grade levels at our school use icarts whereas each student has his or her own laptop to use in all curricular areas.

5. Professional Development:

Each year a curriculum review is conducted in a subject area, and mandatory professional development is provided for every classroom teacher in the fall and spring to ensure optimal and consistent instruction. Optional summer courses are also provided for certification credit. Additionally, grade levels meet throughout the school district with the Curriculum Implementation Teachers who serve as a resource to support the teachers in the implementation of the newly revised curriculum. The school district provides on-going staff development classes for certification credit, and our Regional Office of Education presents staff development opportunities. We also have building based staff development which supports our School Improvement Plan's goals. Furthermore, two technology staff development classes per year are mandatory for each teacher to ensure (s)he has the knowledge and ability to incorporate technology as a tool to support classroom instruction. Finally, each grading quarter the teachers at Pierce Downer are provided a half-day of release time to collaborate and plan the next quarter's goals, discuss concepts to be presented, and research for supplemental support materials.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98	90	95	100	88
% "Exceeding" State Standards	64	69	63	58	45
Number of students tested	49	43	57	43	50
Percent of total students tested	98	96	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 3 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	88	91	93	91	84
% "Exceeding" State Standards	42	44	48	44	38
Number of students tested	49	43	57	43	50
Percent of total students tested	98	96	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	32				
Number of students tested	40	Not given previously			
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 4 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98				
% "Exceeding" State Standards	48				
Number of students tested	40	Not given previously			
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98	98	85	87	84
% "Exceeding" State Standards	39	36	26	20	6
Number of students tested	57	44	53	55	55
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 5 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	91	79	92	82
% "Exceeding" State Standards	48	30	47	46	47
Number of students tested	57	44	53	55	55
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	49				
Number of students tested	43	Not given previously			
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 6 Test ISAT

Edition/Publication Year year of test Publisher State of Illinois

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	95				
% "Exceeding" State Standards	42				
Number of students tested	43	Not given previously			
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>89</u>	<u>78</u>	74	73	64
Number of students tested	48	39	50	40	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	76	66	64	63	58
NATIONAL STANDARD DEVIATION	17	18	19	16	22

Subject Reading Grade 3 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>82</u>	<u>73</u>	73	76	73
Number of students tested	48	39	50	40	43
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	69	63	63	65	63
NATIONAL STANDARD DEVIATION	14	17	14	14	20

Subject Math Grade 4 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>75</u>	<u>83</u>	78	77	76
Number of students tested	42	51	39	42	50
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	64	70	66	66	65
NATIONAL STANDARD DEVIATION	17	19	17	19	18

Subject Reading Grade 4 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>73</u>	<u>75</u>	80	73	79
Number of students tested	42	52	39	42	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	63	64	68	63	67
NATIONAL STANDARD DEVIATION	17	13	15	16	16

Subject Math Grade 5 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>78</u>	<u>81</u>	73	75	65
Number of students tested	56	38	42	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	66	69	63	64	58
NATIONAL STANDARD DEVIATION	16	16	21	17	19

Subject Reading Grade 5 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>80</u>	<u>80</u>	74	78	80
Number of students tested	56	38	42	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	68	68	63	66	67
NATIONAL STANDARD DEVIATION	18	15	19	15	18

Subject Math Grade 6 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>84</u>	<u>86</u>	88	81	87
Number of students tested	45	43	47	47	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	71	73	74	69	73
NATIONAL STANDARD DEVIATION	16	17	15	14	14

Subject Reading Grade 6 Test Stanford

Edition/Publication Year 1996 Publisher Harcourt Brace & Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	<u>80</u>	<u>80</u>	85	81	83
Number of students tested	45	43	47	47	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	68	68	72	68	70
NATIONAL STANDARD DEVIATION	15	16	15	17	13