

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Pamela Marie Leonard

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

Official School Name Ellis Elementary School

(As it should appear in the official records)

School Mailing Address 250 Illini Drive

(If address is P.O. Box, also include street address.)

O'Fallon

Illinois

62223-2635

City

State

Zip Code+4(9 digits total)

County St. Clair

State School Code Number\* 500820175022002

Telephone (618) 397-5512

Fax (618) 397-4348

Web site/URL Harmony175.org

E-mail pleonard@stclair.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Gina Lynne Segobiano

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

District Name Harmony-Emge District #175

Tel. (618) 397-8444

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. S. Craig Ackermann

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 3 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 4741  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 5567

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 5 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:

| Grade  | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| Pre K  | 32         | 24           | 56          | 7     |            |              | 0           |
| K  | 37         | 36           | 73          | 8     |            |              | 0           |
| 1  | 41         | 45           | 86          | 9     |            |              | 0           |
| 2  | 39         | 45           | 84          | 10    |            |              | 0           |
| 3  | 47         | 46           | 93          | 11    |            |              | 0           |
| 4  | 48         | 39           | 87          | 12    |            |              | 0           |
| 5  |            |              | 0           | Other |            |              | 0           |
| 6  |            |              | 0           |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | <b>479</b>  |

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 4  | % American Indian or Alaska Native |
| 8  | % Asian or Pacific Islander        |
| 33 | % Black or African American        |
| 8  | % Hispanic or Latino               |
| 47 | % White                            |

**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 11 %

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 to the school after October 1 until the end of the year   | 34   |
| <b>( 2 )</b> | Number of students who transferred from the school after October 1 until the end of the year | 19   |
| <b>( 3 )</b> | Total of all transferred students [sum of rows (1) and (2)]                                  | 53   |
| <b>( 4 )</b> | Total number of students in the school as of October 1                                       | 479  |
| <b>( 5 )</b> | Total transferred students in row (3) divided by total students in row (4)                   | 0.11 |
| <b>( 6 )</b> | Amount in row (5) multiplied by 100  | 11   |

8. Limited English Proficient students in the school: 0 %
- |          |   |
|----------|---|
| <u>0</u> | Total Number Limited English Proficient |
|----------|---|

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 46 %

Total number students who qualify: 220

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: 17 %  
81 Total Number of Students Serve

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>0</u> | Autism                | <u>0</u>  | Orthopedic Impairment                    |
| <u>0</u> | Deafness              | <u>8</u>  | Other Health Impairment                  |
| <u>0</u> | Deaf-Blindnes         | <u>16</u> | Specific Learning Disabilit              |
| <u>3</u> | Emotional Disturbanc  | <u>51</u> | Speech or Language Impairment            |
| <u>0</u> | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                   |
| <u>3</u> | Mental Retardation    | <u>0</u>  | Visual Impairment Including<br>Blindness |
| <u>0</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>19</u>        | <u>0</u>         |
| Special resource teachers/specialist | <u>3</u>         | <u>0</u>         |
| Paraprofessionals                    | <u>4</u>         | <u>0</u>         |
| Support Staff                        | <u>7</u>         | <u>9</u>         |
| Total number                         | <u>34</u>        | <u>9</u>         |

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

|                                    | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance           | 96 %      | 95 %      | 97 %      | 96 %      | 97 %      |
| Daily teacher attendance           | 96 %      | 96 %      | 97 %      | 97 %      | 98 %      |
| Teacher turnover rate              | 0 %       | 1 %       | 0 %       | 30 %      | 0 %       |
| Student drop out rate (middle/hig  | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |

Please provide all explanations below

In 2003-04 school year, 2 teachers retired, 5 moved from the area and 1 was reduction in force.

## PART III - SUMMARY

---

Ellis Elementary is a Pre-K through fourth grade public school. It is located in Belleville, Illinois, a suburb of St. Louis, Missouri. The school currently serves 478 students from diverse backgrounds. Ellis Elementary is part of the Harmony-Emge School District #175. The district consists of two schools. Emge houses students in fifth through eighth grade with a current population of 478 students. The Harmony-Emge School District area of attendance includes students from the middle class population of Belleville and students living below the poverty level. The makeup of the student population is 47% white, 33% Black, 8% Hispanic, 8% Asian/Pacific Islander, and 4% American Indian. Forty-six percent of the students are eligible for free/reduced lunch priced meals. The mobility rate at Ellis Elementary School was 11% in 2006-07 school year.

The mission of Harmony-Emge School District #175 is to provide a quality education to all students by providing safe and secure environments where students are taught to be respectful, cooperative, life-long learners. A high quality, caring patient staff teaches children by making learning enjoyable in a non-threatening atmosphere. The whole child is addressed by teaching, inquiring, modeling, and utilizing a committed educational community. While striving to form a strong partnership between school, home, and community, District #175 produces students of good character who accept diversity and who are successful contributors to an ever-expanding world.

The vision of Harmony-Emge District #175 is that all students will become responsible, caring, and productive citizens in an environment where:

- students are challenged, empowered, and actively engaged in learning
- teachers are actively engaged in continued learning
- staff members interact with students and other adults with dignity and respect
- parents and the community share responsibility for student learning and are actively involved
- district leadership fosters trust
- board policy meets all legal and ethical requirements
- all resources are used in a fiscally responsible manner
- the district is adaptable and ever changing to meet the needs of a diverse and technologically advanced society

The staff of Harmony-Emge District #175 is committed to being a professional learning community where student data is used to direct building level staff development and instructional improvement. We are committed to learning and growing together as a staff through ongoing studies that focus on the most effective instructional practices and methods that promote an environment, which recognizes students' individual learning styles and the need for differentiated instruction.

Ellis Elementary is a school that is truly succeeding. Our 2007 Illinois Standards of Achievement Test (ISAT) scores show that we are achieving success with our students in many areas. Our scores show that 93.2% of our white students are meeting or exceeding state standards in reading compared to the state average of 55%. Fifty-nine percent of our black population met or exceeded the state standards in 2007. Our 2007, 89.3% of our students who are on free and reduced lunch were proficient on state testing in the area of reading.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1 Assessment Results:**

At Ellis Elementary School all students in third grade are required to take the Illinois Standards Achievement Test (ISAT) each spring. Scores on the ISAT are reported in four levels: Level 1-Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. Level 2-Below standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. Level 3- Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. Level 4- Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results. Success is determined by the number of students who meet or exceed the standards based on the cut scores established for the ISAT.

The ISAT is a standards-based multi-formatted assessment. The primary purpose of the assessment program is to determine the level to which Illinois students meet the Illinois Learning Standards in the content areas that are assessed. During the 2006-07 school year, third grade students in Illinois were assessed in the area of reading, mathematics, and writing. Additional information regarding the ISAT can be obtained at the following website: [www.isbe.net/assessment/isat.htm](http://www.isbe.net/assessment/isat.htm).

By looking at the ISAT results in the areas of reading and mathematics at the third grade level, it is evident that Ellis Elementary School is overcoming the challenges facing this diverse population. Currently, only our third and fourth grade students are assessed in the areas of reading and mathematics. It is within this population that the students of Ellis have experienced the greatest successes. As highlighted in the following data, academic success is not limited to one subgroup and is evident especially when compared to other students in Illinois.

### **2. Using Assessment Results:**

Ellis School uses a variety of student assessments for both short-term and long-term student and school improvement. Teachers are encouraged to use daily informal and formal assessments to plan and organize instruction to better meet the needs of the students. Data is gathered from daily practice work, curriculum assessments, and district and state assessments. Teachers periodically complete running records on students and give students individual reading inventories to provide a clear understanding of a child's reading level. The analyzing of an individual student's data gives our teachers an understanding of each student's academic strengths and weaknesses, which allows us to positively differentiate instruction for each student.

Staff development decisions are also based on assessment data. The staff, through horizontal and vertical teams, analyzes the data looking for those areas that our students, as a whole, show the greatest need for improvement. Staff development is then planned and organized around those weak areas. We focus on the area of concern by researching best instructional practices, evaluating our current instructional practice, and evaluating our curriculum for appropriate skill development. Last year, we found that across all grade levels reading was an area of relative weakness. We have sought and will implement a curriculum that would provide for a consistent, developmentally appropriate method for teaching reading.

Teachers and horizontal teams routinely use the assessment data to make decisions on individual placement in our Title I reading program, summer reading program, and additional services offered through our mathematics specialist.

### **3. Communicating Assessment Results:**

In an effort to keep parents, students, and the community informed about the results of the assessment process, Ellis School shares the yearly Illinois Standards of Achievement Test (ISAT) results in the Superintendent's Report, a quarterly newspaper that is sent to all parents and community members living within the school district. Parents also receive individual student's summary of ISAT performance outlining those areas of proficiency and those areas of concern. The Illinois State School Board issues a

yearly school report card to every school in the state. The report card compares the school's performance on the Illinois Standards of Achievement Test to the students' averages across Illinois and gives each school a rating of Academic Warning, Below Standards, Meets Standards, or Exceeds Standards. Each fall our parents and community members are given access to the school report card in two forms. Parents are provided a direct link to the report card via the school website for review at home. Parents who do not have Internet access are given paper copies. The report card summarizes the assessment data, the attainment of the school's goals along with outlining the goals for the new school year.

Teachers regularly communicate student academic progress with parents through the use of daily planners, weekly progress reports, mid-term reports, quarterly report cards, phone cards, and parent conferences. Daily planners go home with Ellis School information, graded student work, as well as notes about student achievement efforts and behavior. Parents sign and return these planners each morning with any comments or questions for the classroom teacher. Twice yearly, Parent/Teacher conferences are held in which teachers have the opportunity to share assessment data, daily work grades and expectations for student achievement.

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

Historically, the Ellis School staff and principal have been asked by the St. Clair County Regional Office of Education to share with others what we have found to be effective 'best practices' for our population of students and to lead in-services in various areas of curriculum at the annual county institute. Members of our staff also participate in a monthly round table discussion with teachers from surrounding schools concerning best practices in the area of reading. These teachers then bring ideas back to our school and share what we have found to work with other teachers. We have built our knowledge of best practices through reading the literature, through sharing what individual teachers have found to be effective practices, and most importantly through the willingness to try new approaches.

We recognize and value the learning opportunities that come when professionals gather together to have positive conversations. In addition to working with other elementary teachers, we have cooperative agreements with Southern Illinois University in Edwardsville and McKendree College to provide mentors to their pre-service teachers. Ellis School is consistently a professional learning site for many pre-service teachers.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

Ellis school provides a comprehensive curriculum to its students. Because we align our district standards and teaching to the Illinois Learning Standards, our standards are high and measurable. Instruction is guided by standards and driven by student performance.

In an effort to provide professional development opportunities for our teachers, our schedule has been revised to provide cooperative planning time using:

- a. Grade-level blocks of time for reading, math and special area instruction including physical education, music, and opportunities for time in our library/media center.
- b. Planning time for grade-level teachers so that teachers can plan and design instruction together.
- c. Title 1 Reading services, special education, remedial math instruction and other building resources are organized into grade-level blocks of time to reduce instructional group size and better meet the needs of students.

Literacy forms the core of our instruction. On average, students at Ellis School receive two hours of reading instruction daily. Our reading instruction includes the five areas as outlined by the National Reading Council: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Our students receive individual instruction according to their reading strengths and weaknesses based on individual assessment. In kindergarten and first grade, our teachers use the Illinois Snapshot of Early Literacy as our preferred assessment instrument. The information gleaned from this assessment allows us to design instruction to meet the needs of every student. Students who are identified as struggling readers are placed into a reading intervention program with a reading resource teacher, Title I, or special education teacher.

Children write at all grade levels, in all curricular areas, and for a variety of purposes. The teaching staff continues to work to create a scoped and sequential curriculum that aligns with the expectations outlined in the Illinois Learning Standards. All of our students utilize the writing skills of planning, drafting, revising, editing and rewriting. Students learn to conference with their peers and to use rubrics to score writing pieces.

Each grade level receives math instruction for one hour each day. The math instruction focuses on building a strong number sense, computation skills and higher-level problem solving. Students also receive instruction in science and social studies using a curriculum that is aligned to the standards. The science curriculum utilizes the scientific process involving hypothesizing, analyzing and concluding.

Physical education, music, and library comprise our special area schedule. Each child attends either physical education and library or physical education and music twice per week for one hour. All students also receive physical education instruction at least one additional time per week with a second additional class period every other week. The additional physical education time was added to the schedule two years ago. This additional time was implemented to address the state requirement for daily physical education and a district objective to combat youth obesity and inactivity.

Art is integrated throughout the content areas. We recognize that students learn best through their strongest modality is art. Our teachers work to plan lessons that incorporate a variety of learning modalities. Art instruction is addressed at each grade level during the teachers' common planning time. This helps to promote the most beneficial art instruction for all students.

Our building-wide behavior expectation program focuses on developing the Ellis School B's (Be safe, Be respectful, Be responsible) with all of our students through an integrated instructional model. During the 2002-2003 school year, our school social worker became full-time for the first time in school history. The addition of a full-time social worker has allowed us to provide more intense character-development program for all of our students. In addition, she offers focused instruction in the area of Aggression Replacement Training and other small group instruction as needed.

### **2a. (Elementary Schools) Reading:**

Our teachers use the Houghton Mifflin Reading Series, 2005, throughout the building. Teachers supplement the curriculum with additional reading materials from classroom libraries with leveled books and

additional resources available through our school library. Students not performing at grade-level in reading receive instruction from one or more of the following: instruction from our Title I reading instructor using small group instruction, individualized instruction, practice using Reading Best, a computerized reading instruction program, and/or participation in our summer reading program using the four-block model incorporating leveled trade books.

All students at Ellis School participate in a balanced literacy curriculum. Students read a variety of literature genres including narrative text, and poetry. The curriculum is an integrated curriculum where spelling, grammar and writing are part of the daily instruction. Our core reading program, along with our levels assessment program at all grade levels are aligned with the Illinois Learning Standards. We have found a direct correlation to performance on the district's levels assessment program and student performance on the ISAT. Teachers use the district assessment results to plan and organize instruction around each student's weak areas. Along with utilizing district assessment results, teachers periodically use an individual reading inventory to pinpoint a child's reading level and reading weakness so that instruction can be formulated to strengthen skills.

### **3. Additional Curriculum Area:**

The Harcourt/Brace Math Advantage series was chosen and adopted by the school district for its alignment with the NCTM and Illinois Learning Standards in Mathematics. Standards include the areas of number sense, algebra, data analysis, geometry, measurement, and computation. The curriculum is textbook based; however, supplementary materials such as manipulatives are used whenever necessary to further students' concept development. Students explore various methods to solve a problem and share their reasoning orally and in written form. Basic number sense practice is given daily through the use of timed tests in addition, subtraction, multiplication, and division.

Daily one-hour classroom instruction focuses on developing concepts/skills in each of the standards through the use of effective teaching methods, which include the problem of the day, review and reinforcement of the previous concept taught, lesson development and guided practice. Guided practice, specific and ongoing student feedback, and subsequent independent practice are used to reinforce concepts.

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

We recognize that all students learn in different ways and what works for one may not for another. We strive to deliver instruction that recognizes and draws on the student's background knowledge and experiences. Our teachers strive to implement differentiated instructional methods to accommodate different learning styles. Faced with the challenge of meeting a large range of individual needs, teachers use large and small instructional groups, along with individualized instruction. Teachers work to involve students in their own learning.

When assessment results show that a student needs extra instruction around a specific skill or concept, teachers work to flexibly group those students for additional instruction. Also, teachers use recess time, before and after school, teacher preparation time to give extra instructional time to work with students to help improve those areas of weakness.

Throughout the reading block, lessons are planned around the five dimensions of reading: phonics, decoding, fluency, vocabulary development, and text comprehension strategies. Ellis School also focuses reading instruction on the essential strategies that all good readers need to know and use: making connections, questioning, visualizing, inferring, determining importance, and synthesizing. These reading strategies are modeled by the teacher and practiced by the student. This occurs throughout the year until the students are consistently using their strategies independently. Teachers use guided reading, shared reading, and independent reading to give students multiple opportunities to build reading skills.

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

Staff development at Ellis School is an ongoing program with the ultimate goal of improving student achievement. Through data analysis, the staff identifies areas of strength and needed improvement. Staff development is planned to address those areas by looking at the current educational research, curriculum evaluation, and instructional methodology. During the past two school years, the focus of our professional development time has been on brain-compatible teaching and learning strategies. Because we are a small

district comprised of only two schools, it is necessary to extremely important for all of our teachers, Pre-K to eighth grade, to understand the importance of articulated curriculum and a common language in all curricular areas. Recently, our Pre-K-8 teaching staff has worked on revisions to our reading and writing curricula. This process continues during the 2007-2008 school.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Illinois Standard Achievement Test

Edition/Publication Year 2002-2007 Publisher Illinois State Board of Education/Pearson Educational M

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| At or above state standards                    | 73        | 81        | 60        | 71        | 63        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| above state standards                          | 26        | 25        | 17        | 27        | 23        |
| Number of students tested                      | 81        | 76        | 94        | 97        | 82        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      | 2         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed     | 100       | 100       | 100       | 100       | 100       |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Black                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standard                     | 70        | 77        | 49        | 56        | 53        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| above state standard                           | 11        | 23        | 0         | 12        | 16        |
| Number of students tested                      | 34        | 35        | 26        | 34        | 32        |
| 2. Low Income                                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 66        | 68        | 38        | 46        | 52        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| above state standards                          | 15        | 14        | 12        | 7         | 6         |
| Number of students tested                      | 42        | 41        | 43        | 35        | 41        |
| 3. Non Low Income                              |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| at or above state standards                    | 80        | 90        | 79        | 89        | 63        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| above state standards                          | 38        | 33        | 22        | 41        | 23        |
| Number of students tested                      | 56        | 51        | 56        | 82        | 81        |
| 4. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| at or above state standards                    | 68        | 81        | 67        | 80        | 78        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| above state standards                          | 29        | 21        | 28        | 36        | 32        |
| Number of students tested                      | 41        | 41        | 54        | 55        | 43        |

|   | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards<br>At or above meeting plus exceeds state standard | 73        | 81        | 60        | 71        | 63        |
| % "Exceeding" State Standards<br>At or above exceeding state standards                            | 26        | 25        | 27        | 23        | 14        |
| Number of students tested   | 81        | 76        | 94        | 97        | 82        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| 1. White Students   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard   |           |           |           |           |           |
| % "Exceeding" State Standards   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| 2.  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard   |           |           |           |           |           |
| % "Exceeding" State Standards   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| 3.  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard   |           |           |           |           |           |
| % "Exceeding" State Standards   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| 4.  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard   |           |           |           |           |           |
| % "Exceeding" State Standards   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| At or above state standards                    | 90        | 96        | 78        | 82        | 77        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 33        | 38        | 35        | 36        | 32        |
| Number of students tested                      | 81        | 76        | 94        | 97        | 82        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      | 2         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed     | 100       | 100       | 100       | 100       | 100       |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Black                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 81        | 96        | 57        | 68        | 70        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 7         | 31        | 17        | 21        | 15        |
| Number of students tested                      | 27        | 26        | 35        | 34        | 20        |
| 2. Low Income                                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 90        | 92        | 65        | 66        | 86        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 17        | 26        | 19        | 20        | 15        |
| Number of students tested                      | 41        | 35        | 43        | 41        | 40        |
| 3. Non Low Income                              |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 90        | 100       | 88        | 94        | 77        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 50        | 48        | 49        | 48        | 32        |
| Number of students tested                      | 40        | 41        | 51        | 56        | 82        |
| 4. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 93        | 96        | 89        | 93        | 92        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 51        | 36        | 50        | 46        | 37        |
| Number of students tested                      | 41        | 41        | 54        | 55        | 56        |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| At or above state standards                    | 82        | 72        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 25        | 20        |           |           |           |
| Number of students tested                      | 83        | 79        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 2         | 1         |           |           |           |
| Percent of students alternatively assessed     | 100       | 100       |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Black                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 59        | 57        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 15        | 11        |           |           |           |
| Number of students tested                      | 27        | 27        |           |           |           |
| 2. Low Income                                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 79        | 68        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 6         | 22        |           |           |           |
| Number of students tested                      | 34        | 37        |           |           |           |
| 3. Non Low Income                              |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 86        | 74        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 29        | 29        |           |           |           |
| Number of students tested                      | 49        | 42        |           |           |           |
| 4. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| At or above state standards                    | 95        | 94        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Above state standards                          | 40        | 36        |           |           |           |
| Number of students tested                      | 51        | 44        |           |           |           |

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year 2002-2007 Publisher Illinois State Board of Education/Pearson Ed

Scores are reported here as Percentiles

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                              | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>                      |           |           |           |           |           |
| Total Score                                |           |           |           |           |           |
| Number of students tested                  | 81        | 76        | 94        | 97        | 82        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed | 100       | 100       | 100       | 100       | 100       |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Black                                   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 2.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                   | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>        |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATIO</b> |           |           |           |           |           |

Subject Math(other) Grade 4 Test Illinois Standards Achievement Test

Edition/Publication Year 2002-2007 Publisher Illinois state Board of Education/Pearson Edu

Scores are reported here as \_\_\_\_\_

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                              | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                      |           |           |           |           |           |
| Total Score                                | 95        | 86        |           |           |           |
| Number of students tested                  | 83        | 79        |           |           |           |
| Percent of total students tested           | 100       | 100       |           |           |           |
| Number of students alternatively assessed  | 2         | 1         |           |           |           |
| Percent of students alternatively assessed | 100       | 100       |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Black                                   | 92        | 68        |           |           |           |
| Number of students tested                  | 27        | 27        |           |           |           |
| 2. Low Income                              | 89        | 77        |           |           |           |
| Number of students tested                  | 42        | 49        |           |           |           |
| 3. Non Low Income                          | 100       | 92        |           |           |           |
| Number of students tested                  | 42        | 49        |           |           |           |
| 4. White                                   | 95        | 94        |           |           |           |
| Number of students tested                  | 44        | 51        |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                   | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>        |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATIO</b> |           |           |           |           |           |

Subject Reading (E) Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year 2002-07 Publisher Illinois State Board of Education/Pearson Ed

Scores are reported here as \_\_\_\_\_

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                              | March     | March     | March     | March     | April     |
| <b>SCHOOL SCORES*</b>                      |           |           |           |           |           |
| Total Score                                | 73        | 81        | 60        | 71        | 60        |
| Number of students tested                  | 81        | 76        | 94        | 82        | 81        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed | 100       | 100       | 100       | 100       | 100       |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Low Income                              | 66        | 68        | 38        | 46        |           |
| Number of students tested                  | 41        | 35        | 38        | 41        |           |
| 2. Black Students                          | 68        | 81        | 38        | 80        |           |
| Number of students tested                  | 41        | 41        | 38        | 55        |           |
| 3. Non Low Income                          | 80        | 90        | 79        | 89        | 63        |
| Number of students tested                  | 40        | 41        | 51        | 89        | 82        |
| 4. White Students                          | 68        | 81        | 67        | 80        |           |
| Number of students tested                  | 41        | 41        | 54        | 55        |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                   | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>        |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATIO</b> |           |           |           |           |           |