

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 Ms. Michele C Barnes

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

Official School Name Empire Elementary School

(As it should appear in the official records)

School Mailing Address 1325 West Empire Street

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

Freeport

Illinois

61032-6198

City

State

Zip Code+4(9 digits total)

County Stephenson

State School Code Number* 080891450222006

Telephone (815) 232-0380

Fax (815) 232-0577

Web site/URL www.freeportschooldistrict.com

E-mail michele.barnes@freeportschooldist

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. Peter Flynn

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

District Name Freeport School District #145

Tel. (815) 232-0300

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 Ms. Paulette Williams-Thomas

(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: _____ 6 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 10 TOTAL
2. District Per Pupil Expenditure: _____ 9570
 Average State Per Pupil Expenditure: _____ 5743

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. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ 4 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			0	7			0
K			0	8			0
1	35	35	70	9			0
2	31	38	69	10			0
3	38	29	67	11			0
4	44	45	89	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							295

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 23 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 72 | % Hispanic or Latino |
| 72 | % 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 10 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	287
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

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

Number of languages represented _____

Specify languages:

9. Students eligible for free/reduced-priced meals 44 %

Total number students who qualify: 130

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: 19 %
58 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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>7</u>	Emotional Disturbanc	<u>38</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including 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>16</u>	<u>0</u>
Special resource teachers/specialist	<u>5</u>	<u>8</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support Staff	<u>5</u>	<u>7</u>
Total number	<u>32</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of 19 : 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	95 %	95 %	95 %	96 %	96 %
Daily teacher attendance	96 %	95 %	96 %	%	%
Teacher turnover rate	4 %	7 %	4 %	%	%
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Empire Elementary School is located in Freeport, Illinois, a town with a population of approximately 26,000 residents. It is located 114 miles west of Chicago. Freeport School District 145 (FSD 145) is a K-12 district serving approximately 4,300 students. Empire Elementary is one of six elementary schools in FSD 145 that house grades 1-4. Empire Elementary is pleased to work with 305 educationally, culturally and economically diverse students. Twenty-two percent of the Empire students come from minority backgrounds. Forty-four percent of the students come from economically disadvantaged homes.

At Empire Elementary, the mission is to provide a child-centered learning environment which promotes positive self-esteem and life long learning through mutual involvement of school, family and community. The goal is to challenge students to 'Reach for the Stars' in academic, social and personal achievement. Empire Elementary Staff believe all students can be successful in their learning experience. The staff strives to meet each child at his/her level of learning through differentiated instruction in the classrooms. Empire's staff believes quality education can be achieved through high expectations of student performance and behavior; strong family/school/community partnerships; and a dedicated enthusiastic staff committed to providing the best education possible for the students at Empire Elementary. Empire Elementary School is a community of caring people who have created a safe and nurturing environment where students feel included, respected and valued.

Empire Elementary offers a choice of learning environments to the students and their families. The multiage classrooms of Primary (1-2) and Intermediate (3-4) offers an opportunity for parents to choose for their children prior to entering first grade. The multiage program allows for the instruction to be interdisciplinary and differentiated while addressing the Illinois State Standards to meet the students' learning needs. The other choice of learning opportunity is the traditional self-contained classroom. While teaching to the Illinois State Standards, a variety of teaching strategies are incorporated to meet the students' learning levels. In this setting, students are in guided reading groups, leveled math groups and in whole group settings. In addition to the regular education classes, Empire's special needs students are integrated into the regular classroom. Support and services from special education staff are available to meet the learning disabilities and emotional needs of the identified students. Empire is unique because it is the home of FSD's elementary emotionally disturbed classroom. This program involves a yearly average of eight students. Other specialized services include; speech and language, occupational and physical therapy, adaptive physical education and social development.

The Freeport Community School staff and administration highly value goal setting. Therefore, the Plan on a Page (POaP), the school improvement plan, is at every level including district, school, staff and student. The school and the district POaP include goals in the areas of Student Performance, Partnership, Equity and Human Resources. The POaP is utilized to drive the decision making of our School Improvement Team and District Improvement Team.

The entire school district has built solid partnerships with community leaders. At Empire Elementary, there is a strong belief in the importance of building relationships between home, school and community. Family involvement begins on the first day of school at Empire Elementary with 'Meet the Teacher Day'. This gives Empire families the opportunity to meet with teachers to discuss curriculum, behavior expectations, procedures and responsibilities, while creating a positive relationship with the classroom teacher. Empire's staff is proud to report all parents are involved at Parent-Teacher conferences and at school events. The Parent Teacher Organization (PTO) takes responsibility for the area of fundraising as well as organizing and carrying out quarterly student incentive parties for students with good behavior.

Empire Elementary is fortunate to have the assistance of community and school groups to provide additional services for the students. Empire School provides during and after school tutoring for at risk students, and many students have attended sports, mentoring, and tutoring programs at the local Martin Luther King Center. The YMCA provides before and after school care and tutoring for students. Students from Freeport High School act as mentors to students in the annual speech competition, soccer program, and basketball. The Equity committee organizes Career Week, where community leaders share their expertise with students.

At Empire Elementary School, students are instilled with the value of community service. The K-Kids Club has organized many service projects, including can drives for local food pantries and materials for victims of Hurricane Katrina. K-Kids were the first students to ever receive the Annual District service Award for their fundraising efforts in running the School Store for the purpose of raising money for the local food shelter.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Illinois Standards Achievement Tests (ISAT) are given in grades 3 and 4 at Empire Elementary School and measure individual student achievement relative to the Illinois Learning Standards (ILS). The state assessments have four performance levels which include Exceeds, Meets, Below, and Academic Warning. 'Exceeds Standards' indicates that the student's work demonstrates advanced knowledge and skills in the subject. The student demonstrates that she/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 both 3rd and 4th grade 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 students to demonstrate the ability to interpret what has been read. The reading scores over the past three years indicate continual improvement. Mathematics assesses students' ability to demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratio and proportions. 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. In math, they must also complete a written extended response to demonstrate their problem solving abilities. Math scores at Empire Elementary have successfully improved over the last three years.

When reviewing the ISAT results there have been substantial gains made in the last two years. Fourth Grade students meeting or exceeding ILS have increased by 21% with the total population. There has been an increase of 47% in our African American students meeting or exceeding the reading test. At the 3rd grade level in reading, we have seen such gains as 30% increase in meeting or exceeding with the African American population increasing by 34% in reading.

Math showed substantial increases in both populations. At the fourth grade level, 18% of the total population showed increases in the meets or exceeds category, while the African American students showed a 50% increase in student achievement. Third Grade results showed 21% increase for total population and a 42% increase of the African American population. For complete information see our Web site at www.iirc.niu.edu and the charts in the appendix of this document.

These scores show just a snapshot of the success observed in the data. Through the use of My Data First in the Literacy First model, we make use of fluency tests, Phonemic Awareness Skills Test, the BEAR spelling tests, the Phonics Assessment and Running Records. By carefully analyzing the data and prescribing instruction to meet the students' needs, students have become more successful in their educational process.

2. **Using Assessment Results:**

Data drives all school improvement decisions at Empire Elementary. Staff focuses on the Illinois State Standards and the Benchmarks established by the Freeport School District. Teachers meet bimonthly with the Literacy Coach to analyze the data collected from the district assessments and from My Data First. Collected data is used to place students in temporary flexible groups for skill instruction and for guided reading. Differentiated instruction is implemented after processing the data. It is also used to monitor the 'At Risk' students identified for special tutoring or to be recommended for Student Assistance Team.

Students evaluate their own achievement data as they review their individual scoring charts and each quarter's goal written at the beginning of the quarter. From the data gathered, students write a new SMART goal addressing reading and math for the next quarter.

Classroom teachers post data on the classroom data walls as a motivational device to encourage students to work hard, improve their work and achieve their goal. Grade level fluency results are posted by the literacy coaches on hallway data walls using student friendly pictographs which teach students to read

graphs and encourage goal setting of learning.

The use of data at Empire Elementary is an integral component of grouping and planning for instruction.

3. Communicating Assessment Results:

Empire Elementary School communicates assessment results, school news and activities in a variety of ways. Posted on the District Web site, one will find the Yearly School Report Card, the results from the ISAT tests, the school monthly newsletter, demographic information and other general pieces of information. Classroom teachers send out monthly/weekly newsletters informing parents of the study of curriculum for the month and all expectations regarding assignments and homework. Parents are encouraged to work collaboratively with the teacher and the principal and to never hesitate in calling when there may be questions.

Unique in this District is an opportunity offer on the first day of school called 'Meet the Teacher'. At this time, the parents and the students arrive for a one-hour small group presentation from the teacher outlining the course of study for the year, sharing a description of district and state assessments, classroom expectations and writing of a Student Goal for the first quarter. Parent/teacher conferences are held at the end of the first and third quarters. At this time, results from assessments are shared, the 'Student Plan on a Page' is reviewed, and individual progress made for the quarter is discussed. Additional conferences may be held at any time. Teachers report at mid-term the data obtained from assessments and individual progress.

Another opportunity to involve parents in their child's educational journey is through grade level 'Parent Workshops.' At the 3rd- 4th grade ISAT Parent Night, opportunities for parents to support and assist in their child's success on the ISAT and explicit strategies to use with the children are taught.

4. Sharing Success:

Empire School Staff is proud of the gains students have made in the last two years and are excited to share those gains. There are several opportunities within the District to share data results. At the beginning of each school year, the entire District staff and key communicators of the community assemble to celebrate achievements made the previous school year. At that time, ISAT gains and goals are shared and acknowledged. Another opportunity afforded to our school is sharing of data to the Freeport African American Ministers United for Change Organization. Each year, the Empire School Improvement Team presents to the FSD School Board. Review of the Empire Elementary School POaP (school improvement plan) and sharing of ISAT results are the focus of the presentation.

Parents are continually kept updated through newsletters, conferences, workshops and the district web site. The school has an 'Open Door Policy' to welcome guests, parents, community persons and fellow educators to visit Empire Elementary.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Empire Elementary School's curriculum is aligned to and driven by Illinois State Standards and is taught through research based best practices. The staff's expectation at Empire Elementary School is that all children can learn. All students are assessed to determine their level of academic achievement for placement in flexible groups to teach students at their instructional level. Instruction is modified to accelerate learning for those students who need additional support or those who would benefit from academic enrichment.

Our language arts core curriculum focuses on the five essential components of effective reading as listed by the U.S. Department of Education: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers instruct in a systematic manner that allows skills to be taught in a logical sequence. The adoption of the Literacy First Reading Process in 2005 has provided the diagnostic tools, teaching strategies, and professional development that has guided staff to implement best practices on a daily basis. With the adoption of Literacy First Empire Elementary School hired two reading coaches to support and enhance literacy instruction in the classroom. The implementation of Literacy First has been highly successful as evidenced by 80% of 4th grade students meeting or exceeding state standards on the 2006-2007 ISAT.

Empire Elementary School's math curriculum is aligned with the National Council of Teachers of Mathematics Standards and the Illinois State Standards. The key components to our curriculum are computation skills, math concepts, problem solving, and critical thinking. In addition to the activities in the adopted curriculum, instruction includes the integration of manipulatives, mental math strategies, and real-life application to build a strong conceptual background for student learning.

The science curriculum focuses on life, earth, and physical science implementing the scientific method to explore a variety of concepts. At our school, science concepts are integrated with our math instruction. Fourth grade social studies curriculum focuses on the study of the state of Illinois, as outlined in the state learning standards. Social studies in grades one through three follow the state learning standards.

The technology curriculum enhances and supports all other curriculum areas. Teachers believe in order for students to be successful in technology, they should have opportunities as frequently as possible to enhance every day learning. Students reinforce their math and reading skills in their computer practice using Classworks Gold, a program which allows skill building and reinforcement at each student's individual level. With the Accelerated Reading Program, students have the capability to assess their comprehension level of books which they have independently read.

Students learn social skills and character building traits through the use of role playing, and discussions in the Second Step Program. The program addresses problem solving skills, empathy training, anger management, and character development including responsibility, trustworthiness, compassion, and patience.

Empire Elementary School staff want to ensure that students receive an education that addresses the cultural aspects of their society. Students participate in the visual arts and music through instruction provided by teachers who have certifications in either art and music education.

2a. (Elementary Schools) Reading:

The Empire Elementary reading curriculum is aligned by the District Language Arts Committee to the Illinois Reading Standards. Teachers are given an updated curriculum binder to guide the planning for assessments, instructional strategies, and objectives. The Literacy First process was adopted in 2005 because of its focus on researched best practice methods. Literacy First provides teachers with assessments which guide the teachers in placing students in flexible skills groupings to ensure that differentiated instruction is delivered at each student's level. Students are assessed in phonemic awareness, phonics, fluency, and with the Bear spelling test. Additionally the District has developed comprehension and writing assessments. Lessons are delivered in an instructional format that follows the 'Me, We, Two, You' progression to insure student success. Reading strategies for whole and small group instruction use the most current research. Teachers implement researched best practices in the reading lessons described in Marzano's Classroom Instruction That Works. Every student in first through fourth

grades writes a SMART (Specific, Measurable, Attainable, Realistic and Timely) reading goal each quarter. Individual student conferences are held with the classroom teacher before writing the goal for the subsequent quarter. Students with learning disabilities and/or identified emotionally disturbed are fully integrated into classroom reading instruction, during flexible as well as whole group instruction. In third and fourth grade flexible grouping, students are placed with similar achieving students which allows for reinforcing learned skills, teaching new strategies, and revisiting mastered skills.

An after school tutoring program is offered to students recommended by teachers based on classroom performance and assessment data. The tutoring sessions available three nights a week, reinforce reading and math skills in an environment with a low student-teacher ratio. During these sessions, students are provided with a snack and free transportation to their homes.

3. Additional Curriculum Area:

Empire Elementary School is proud of its success in math achievement as evidenced by 93% of the 4th grade students and 96% meeting or exceeding state standards in the current year of testing. The staff believes this is a result to the realigning of the math curriculum to the Illinois Learning Standards as well as to the accelerated schedule in the introduction of new content and more emphasis on math vocabulary in the introduction of lessons. Math word walls reinforce the vocabulary on a daily basis.

The staff expects all students to achieve at high levels. Concepts are taught through the use of manipulatives which give students a more grounded understanding of math concepts. Life long skills are emphasized with a focus on real life applications. In math, students learn to become metacognitive about their learning by testing, reteaching, and reassessing in order to become proficient in each unit of study. Families are invited to become involved in their child's learning through the use of a study packet that we send home at the beginning of each chapter.

Each week lessons establish a link between past information with the exploration of new concepts. This connection is completed through activities which include cooperative learning through partner and small group activities, practice with the use of technology, formal and informal assessments, and continual review. Students are encouraged to strive for excellence in the mastery of math skills and concepts.

4. Instructional Methods:

Empire Elementary School staff is thrilled to have the expertise and knowledge in reading instruction as provided by Literacy First. This ongoing three year professional development program utilizes teacher staff development, teacher observation, and the use of literacy coaches to empower classroom teachers. Instructional time for all curriculum areas is divided into four parts: activating prior knowledge, teacher input, student active participation, and identifying student successes. Additionally, lessons are planned so that student learning time is divided into four parts which is called 'Me, We, Two, You.' During this instructional format the teacher begins by modeling and explaining the desired outcome, then the class works together (We), students work in pairs (Two), and then complete the task individually (You). These two lesson progressions are research based and are believed to have contributed to the student success at Empire Elementary. Literacy First has provided our school with several formative assessments which provide direction for daily instruction. These assessments are Phonemic Awareness Skills test, Phonics Assessment, Fluency Assessment, Bear Spelling Test, and San Diego Quick Test.

Empire Elementary School is fortunate to have the services of two literacy coaches. The primary coach works with first and second grade teachers to ensure initial literacy instruction. The 3rd and 4th grade coach fills a parallel role in those grade levels. Coaches meet with their grade level teams biweekly to review data and discuss implementation of reading strategies. All these components have come together to serve Empire Elementary well in developing the excellent readers as evidenced by the ISAT scores.

5. Professional Development:

Teachers at Empire Elementary School are committed to life-long learning and growth as educators. There are many opportunities for continuous, systematic professional development. Implementation of the Literacy First model to strengthen the reading curriculum and bimonthly grade level meetings with the Literacy Coach to study best practices have been in place since 2005. All certified staff are trained in the Literacy First model. Freeport School District is committed to applying best practices in the classroom and has

provided Best Practice Coaches in the areas of Reading, Math and Technology. The principal makes daily classroom walk-throughs to observe teacher instruction and student learning. The District Office administrators make quarterly walk-throughs and review the student data with the principal.

Staff members serve on committees at the district level and school level to be a part of writing the school improvement Plan On a Page. Committees meet monthly to review, analyze and recommend conclusions to improve student achievement. Several staff members have attended Differentiated Instruction seminars and have facilitated a book study of Differentiating in the Classroom by Carol Ann Tomlinson with the remainder of the staff. The Empire Elementary staff has had diversity and efficacy training including the study of Ruby Payne's book, A Framework for Understanding Poverty. All teachers are expected to be a part of a district curriculum committee which include Language Arts, Math, Science, and Social Studies.

All first year teachers are mentored by experienced staff members. Empire Elementary School is a site for student teachers from area colleges giving opportunities to be guided by experienced, master teachers. This learning opportunity is an experience for master teachers and beginning teachers. Empire Elementary School is an ideal environment for ALL to learn.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test ISAT

Edition/Publication Year _____ Publisher Illinois State Board of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	79	58	74	71
% "Exceeding" State Standards	25	24	14	16	16
Number of students tested	80	74	85	62	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	82	58	39	74	57
% "Exceeding" State Standards	9	8	6	11	14
Number of students tested	33	26	33	27	21
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	67		36	67	
% "Exceeding" State Standards	8		0	6	
Number of students tested	12	7	14	18	7
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	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	85	74	80	83
% "Exceeding" State Standards	52	29	18	24	18
Number of students tested	80	72	85	62	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	70	64	74	76
% "Exceeding" State Standards	42	12	6	26	14
Number of students tested	33	24	33	27	21
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	92		50	73	
% "Exceeding" State Standards	25		0	17	
Number of students tested	12	7	14	18	
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	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	81	76	58		
% "Exceeding" State Standards	32	32			
Number of students tested	71	89			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	70	59			
% "Exceeding" State Standards	23	19			
Number of students tested	30	37			
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	83	60	36		
% "Exceeding" State Standards		20			
Number of students tested		15			
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	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	84	75		
% "Exceeding" State Standards	36	30			
Number of students tested	70	89			
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	79				
% "Exceeding" State Standards	14				
Number of students tested	37				
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	100	66	50		
% "Exceeding" State Standards		13			
Number of students tested	6	15			
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					