U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Bill Carpenter

Official School Name: Sorento Elementary School

School Mailing Address: 510 S Main St
Sorento, IL 62086-0068

County: Bond   State School Code Number: 030030020262005

Telephone: (217) 272-4111 E-mail: bcarpenter@bccu2.k12.il.us

Fax: (217) 272-4591   Web URL: http://www.bccu2.k12.il.us/ses/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeffrey Strieker   Superintendent e-mail: jstrieker@bccu2.k12.il.us

District Name: Bond County CUSD 2   District Phone: (618) 664-0170

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Gaffner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. 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.

8. 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.

9. 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.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                           1 High schools
                                           0 K-12 schools
                                           5 Total schools in district

2. District per-pupil expenditure: 8177

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Small city or town in a rural area</u>

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	7	9	16		6	8	13	21
K	8	16	24		7	10	13	23
1	10	15	25		8	9	11	20
2	13	5	18		9	0	0	0
3	4	5	9		10	0	0	0
4	11	9	20		11	0	0	0
5	10	9	19		12	0	0	0
					Total in Applying School:			195

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
0	% Black or African American
2	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
97	% White
1	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

   This rate is 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, 2009 until the end of the school year.	7
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2009	195
(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. Percent limited English proficient students in the school: 0%

   Total number of limited English proficient students in the school: 0

   Number of languages represented, not including English: 0

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: <u>54%</u>

Total number of students who qualify: <u>96</u>

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: <u>12%</u>

Total number of students served: <u>21</u>

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

1	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	12	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	9	0
Special resource teachers/specialists	1	10
Paraprofessionals	3	1
Support staff	4	2
Total number	18	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   <u>20:1</u>

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	96%	93%	92%	96%	95%
Teacher turnover rate	0%	1%	1%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

PART III - SUMMARY

Located in southwestern Illinois, Sorento School serves students in the northwestern corner of Bond County. A rural school educating approximately 200 students in grades PreK – 8, Sorento School is one of three elementary schools in the Bond County Unit #2 School District. Sorento, once a thriving community with several flourishing businesses, is now reduced to one gas station, a funeral home, and a small resale shop. Many of our local families must now commute greater distances for employment due to industries in our county and surrounding counties downsizing or closing. Economic instability has been the leading factor in a disquieting mobility rate of 19.3% in the county. The current unemployment rate for Bond County is 9.7%. As a result of this economic downfall, our center serves 50.75% of students who are eligible for free or reduced lunch. Despite these disadvantages, Sorento School leads the charge in our area for exemplary academic performance.

Sorento School states the school's mission statement as:

Our philosophy is to provide wholesome educational opportunities suited to the needs of the children of this area, sufficient for them to properly continue their education and ultimately to lead useful and successful lives in a free, democratic society.

Our goal is to provide a learning environment enabling each student to develop to his or her fullest potential. This requires the development of interesting, enjoyable and relevant learning experiences, as well as an on-going system of assessment both of our students and staff.

In this endeavor, we earnestly seek the cooperation of the staff, students, and the members of our community.

Although our mission statement adequately expresses what we are about, it is a mere black and white description of what we are. We believe the true colors of our school are seen more vividly through the family environment and atmosphere. The best part of our school is the fact that it is a safe haven for many of our children. Coming to school is the highlight of their day due to the warm environment created and provided by the entire school faculty and staff. The faculty and staff always put children first and do what is best for them individually. Sorento School is the "heart and soul" of the Sorento community serving as the academic, social and community center. It hosts sports events, celebrations, organized PTO (Parent/Teacher Organization) meetings, and several family gatherings. These traditions bridge the gap between the school and the community. Sorento School has many community partners such as Sorento Ladies Auxiliary, Sorento Fire Department, Bond County Home Extension, S.A.F.E. (Sexual Assault and Family Emergencies), Kiwanis, Ladies of the Eastern Star, local and county police departments, Sorento Homecoming Association, Truck Centers, Inc., and Bond County Unit #2 Academic Foundation. These collaborative partnerships allow our students to be a part of many special programs from which our students, as well as other community members, benefit. For example, we collect non-perishable food items each year for the local food pantry, supplies for soldiers serving overseas, Toys for Joy, and school supplies for students in need. This community outreach fosters the philosophy that "it takes a village to raise a child…"

An important key to the success of Sorento School is the dedication and collaboration of our faculty and staff members. Sorento School has an abundance of highly qualified teachers. Of the nine self-contained classroom teachers, five have earned National Board Certification, and all have either obtained a Master's Degree or are currently completing the process. Collaborating with these homeroom teachers, we have qualified educators which include: special education, fine arts (P.E., Music, Band/Chorus, Art, Library, Computer Lab), Speech/Language, Title, Guidance Counselor, and support staff. As a whole, this team works together on a daily basis to ensure the students are receiving the best education possible. The common goal is to maximize educational opportunities and set high expectations for all of our students. There is very little faculty and staff turnover at Sorento. Retirements are the main reason for staff changes.

With the addition of RTI (Response to Intervention) our students have made vast strides academically. RTI has been implemented through the Title I services, and all students are placed into one of three tiers based on their

academic performance. Through this program, students are given individualized instruction based on their needs. Furthermore, our school is in the process of adopting PBIS (Positive Behavior Intervention System). Although our students have no major behavior issues, by using this program we hope to reinforce and maintain our positive environment.

Although we may be a small, rural community in Bond County, Illinois with low socio-economic status, we have high expectations for our students and community. With the combined efforts of our students, parents, support staff, teachers, administrators, and community, we believe Sorento School is worthy of being nationally recognized as a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Sorento School administers the Illinois Standards Achievement Test (ISAT) as part of the No Child Left Behind Act federal mandate in March of each school year. We are extremely proud of our students on their accomplishments over the past five years. Our school has made Adequate Yearly Progress every year since it was introduced.

Over the past five years, Sorento School has experienced significant growth in the areas of Math and Reading. As a school, our scores have increased in Math from 84.5% to 96.3%, an 11.8% gain. Also, our scores in Reading have increased from 81.4% to 90.7%, a 9.3% gain. Over the past five years, teachers and administrators have examined the ISAT assessment data closely in order to determine weaknesses. By doing so, teachers were able to focus upon these target areas and refine teachers' methods to improve student learning in weak areas. The following trends are proof of this.

3rd Grade Trends: Math – In the past three years, Meets and Exceeds scores for all students have increased from 75% to 95%, a 20% jump. Within these results, 100% were Meets and Exceeds in 2009. Reading – In the past four years, Meets and Exceeds scores for all students have increased from 71% to 100%, an incredible 29% jump. This includes 100% Meets and Exceeds in both 2009 and 2010.

4th Grade Trends: Math – In the past three years, Meets and Exceeds scores have increased from 86% to 100%, a 14% increase. Reading – In the past five years, Meets and Exceeds scores have increased from 81% to 100%, a gain of 19%.

5th Grade Trends: Math - In the past five years, Meets and Exceeds scores have increased from 73% to 95%, an amazing 22% increase. Reading - In the past five years, Meets and Exceed scores have increased from 73% to 90%, a 17% gain.

6th Grade Trends: Math - In the past five years, Meets and Exceeds scores were consistently high with an average of 95.8%. Within these results, 100% of the students were in Meets and Exceeds in 2007 and 2009. Reading - These scores were also consistent over the past five years with an average of 86.6%. Additionally, sixth grade writing scores have complimented the Reading scores with an average of 92.3% Meets and Exceeds over the past three years.

7th Grade Trends: Math - In the past five years, Meets and Exceeds scores have increased from 80% to 100%, a remarkable 20% improvement. Within these results, 100% of the students were Meets and Exceeds in both 2009 and 2010. Reading - In the past 3 years, Meets and Exceeds scores have increased 10%, from 69% to 79%.

8th Grade Trends: Math - In the past five years, Meets and Exceeds scores have increased from 82% to 94%, an increase of 12%. Reading - In the past five years, Meets and Exceeds scores have increased from 71% to 94%, a 23% increase. Additionally, eighth grade writing scores have risen. Over the past four years, Meets and Exceeds scores have increased from 29% in 2007 to 100% in 2009, a 71% jump. Respectably, 2010 scores were 88% Meets and Exceeds, still a large jump from 2007.

While our school is small and doesn't possess subgroups, our data shows that the students we serve have shown great success. Of the 112 students attending our center in grades three through eight, only 11 did not Meet or Exceed on the 2010 ISAT.

Illinois follows the Federal Mandate of the No Child Left Behind Legislation. Through this, an elementary school must maintain an attendance rate of 90% or better and must test a minimum of 95% of its students in both Reading and Math. In 2009, 70% of students were required to Meet or Exceed in order to meet

Adequate Yearly Progress (AYP). In 2010, 77% were expected to Meet or Exceed, and in 2011 85% are expected to Meet or Exceed in order to meet AYP. By looking at our trend data, Sorento School is on track to fulfill this mandated requirement. More detailed information about these requirements can be found at www.isbe.state.il.us.

2. Using Assessment Results:

Sorento School faculty understands how important it is to constantly refine teaching strategies and methods to meet the needs of individual students. As students' needs change from quarter to quarter, as well as year to year, our teachers are always using data to inform their decisions on how best to impact the students. Since there is no single assessment tool that will give all necessary information to teach all students, Sorento School uses a variety of ways to get data.

· ISAT (Illinois Standards Achievement Test)
· STAR/AR (Standardized Testing And Reporting/Accelerated Reader)
· DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
· AutoSkills (Academy of Reading and Academy of Math)
· Progress Monitoring

As this data is frequently collected from these sources, teachers and administrators analyze it in order to better serve each student. One tool teachers and administrators use is the Illinois Interactive Report Card (IIRC). With this website, we are able to see individual student results from the ISAT. These results are broken down into specific learning standards, highlighting the strengths and weaknesses of our students. Another tool we use is ISAT Wizard. This is an interactive website devoted to previous years' test assessments.

STAR is used periodically throughout the school year to obtain benchmark reading levels and to check progress. Once these are established, individualized reading plans are set to give students goals for reading levels and comprehension. Students are directed to participate in the AR Program, which constantly monitors their reading progress set forth by these STAR test results.

Under the umbrella of the Response to Intervention (RTI) federal mandate, our school uses DIBELS, AutoSkills, and Progress Monitoring. These are used to drive instruction during our RTI period each day. DIBELS, a standardized test of accuracy and fluency, is administered three times per year. It is designed to identify children who may need additional instructional support and monitor progress toward instructional goals. AutoSkills is an ongoing program used by those identified as having reading and math discrepancies. Students using AutoSkills are monitored daily on their progress. Finally, Progress Monitoring is administered every two weeks to check fluency and comprehension gains.

Teachers have "school improvement days" to collaborate with one another examining the gaps between Illinois Learning Standards and our curriculum. Based on any discrepancies discovered, teachers modify instruction accordingly. Common practice is to supplement in areas that textbooks and current curriculum do not cover.

3. Communicating Assessment Results:

Sorento School finds it vital to communicate student performance to parents, students, and the community. Due to our overwhelming academic success, we feel we need to share our successes with our stakeholders. Through these partnerships, we stay actively involved and reaffirm our commitment with each other. We share this information with our stakeholders in a variety of ways.

To begin, it is imperative that students are aware of and understand their academic strengths and weaknesses. ISAT results are shared at informative school assemblies for school-wide results. At these assemblies, the principal, teachers, and staff present colorful posters identifying our outcomes in comparison to previous years' results, the state's results, and results from other schools within our district. We also share ISAT

results with the students by hanging banners in each classroom displaying their outcomes. STAR, AR, and AutoSkill data is given to students immediately after completion of assessment. This data is first provided to them electronically, and then discussed with by the teacher to help understand these results.

Our parents, an integral part of our success, are informed through a variety of ways as well. One way parents are informed is through school publications such as "The Greyhound Press," assessment reports, and classroom newsletters. In the fall a presentation is delivered at a PTO meeting to inform parents of state testing results. Parent/teacher conferences are also a time where teachers share assessment results from various sources. These conferences are held at least twice per year. Additionally, teachers send home reports twice each quarter to solidify students' grades.

Finally, our community is informed of student performance. This dissemination of information begins at a school board meeting. At this meeting, a PowerPoint presentation is presented sharing test results for all schools within our district. School board members, administrators, and other community stakeholders are able to view and discuss the individual school scores and compare them. After this meeting, these same scores are published in the county newspaper, as well as, the local village newspaper. The superintendent and director of curriculum also publish assessment information on the district website. This provides another opportunity for community members to examine our school's achievement results.

4. Sharing Lessons Learned:

Sorento School prides itself in a family atmosphere where teachers feel at ease to discuss classroom trials and tribulations. Teachers are comfortable asking each other for assistance with teaching strategies. Therefore, constant collaboration occurs which causes the best teaching strategies to be communicated.

Within our district, our teachers share successful teaching strategies with other teachers at grade-level articulation meetings. During these meetings, we discuss what works best in our classrooms so others can benefit. Many times, teachers from other buildings ask how we achieve such high ISAT scores. It is our job to impart information that will assist in their success as well.

Our Principal, Bill Carpenter, attends monthly district administrator meetings where they collaborate and discuss curricular and school improvement strategies and goals. At these meetings, Mr. Carpenter communicates our school's successful approaches, which lead to positive dialogue about district curriculum alignment. In relative terms, Sorento School sets the Gold Standard for academic achievement in the Bond County School District. Mr. Carpenter is also the President-Elect of the local Kaskaskia region of the IPA (Illinois Principals Association.) He shares our schools' successes with fellow administrators throughout the region and extends invitations to visit and observe Sorento School.

Our Superintendent, Jeff Strieker, shares our district and school successes with the Regional Office of Education, the Kaskaskia Region of the IASA (Illinois Association of School Administrators), and the Mid-State Special Education Coop.

Several of our teachers have given presentations on a variety of strategies and curricular ideas that would enhance student learning. For example, our first and second grade teachers presented SmartBoard lessons that would supplement any given curriculum. Also, our National Board Certified Teachers delivered a session on the National Board Certification Process. Their goal was to encourage others to become the best they could be professionally.

Because we have the best interest of all children in mind, we are always willing to share anything with others that would result in getting the best from their students. If Sorento School were to become a Blue Ribbon School, then we would proudly open our doors to any other school district that is interested in achieving common school-wide academic success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sorento School's high achievement is the product of a robust curriculum. Our curriculum, directly aligned to the Illinois Frameworks, ensures the high expectations we have for our students are met with success. Like any outstanding school, we use a variety of materials in order to reach all students. Our curriculum isn't just about what lesson the textbook says to teach next. Instead, our teachers know the importance of implementing various resources. Our curriculum is continually evolving and growing, as ideas are gained and students change.

Our language arts program consistently aligns across grade levels. The lower grades provide the foundation for reading through the Saxon Phonics program and Dr. Michael Heggerty. The upper grades continue to reinforce the learned reading skills by incorporating reading in context. Our goal at Sorento School is for students to be life-long readers by reading authentic literature and making connections to it, Of course any good reading curriculum delivers itself directly into writing curriculum, as reading and writing go hand in hand. We use a variety of materials, including that of local and national experts, some textbook material, and our own veteran ideas from years of tried and true experience. The focus is on writing in response to literature, as well as other real-life modes of writing including but not limited to expository, narrative, and persuasive. We focus on many skills within the writing process such as word choice, voice, sentence variety, elaboration, literary devices, and functional grammar.

Our mathematics program is based on the Saxon Math series throughout the grade levels. This curriculum is very repetitive and systematic. The skills and strategies taught at the beginning of the year are repeated and reviewed at the end of the year as well. At the lower elementary level, students are taught through a hands-on approach using many math manipulatives and activities. This prepares them for the upper grades where concepts are more abstract. At this level, the Saxon curriculum is supplemented with many outside manipulatives and resources that are age appropriate. This helps us greatly in meeting our state standards. Our exceedingly high math scores on the ISAT are a reflection of our school's math curriculum and how it is delivered.

Sorento School's science curriculum focuses on all branches of science (life, earth, and physical). This curriculum is not just based on learning facts, but the scientific process and other critical thinking skills. Students create diagrams and models, conduct experiments, participate in lab experiences and also hold a 5th through 8th grade science fair. We also integrate reading and writing instruction to complement our language arts curriculum. Our students read science textbooks, as well as scientifically based trade books, magazines, poetry, and Internet articles. They write lab reports, research papers, and complete science journals. Math is also integrated in science, as students are taught formulas for various physics, measurement, and chemistry units. Our science curriculum speaks for itself by our high ISAT scores each year.

Our social studies curriculum is based on community, United States history, ancient world history, geography, and current events. Teachers not only use textbooks, but also reach out to other sources, such as trade books, social studies related children's magazines, Internet articles, and educational videos. Students complete diagrams, models, and write research papers to solidify their understanding of content. Like our science curriculum, we reinforce language arts skills through social studies.

Our visual and performing arts program consists of music, art, physical education, and media/technology instruction, which our students are exposed to at least twice per week. Our music program focuses on musical notations, instrument knowledge, rhythm, and the history of music. Students participate in two musical productions yearly, and our band/chorus students compete in the Illinois Elementary Music Association contests each spring. Our Art program focuses on using different medium and techniques, as well as art history. Students produce a variety of art from 3D sculptures to 2D drawings and paintings. Students' artwork is displayed and judged at two separate art shows each year. Physical Education is offered

daily. The emphasis in this program is on having fun while moving and to promote a life-long love of movement, exercises, and the pursuit of health and fitness. The media/technology program focuses on keyboarding, research, desktop publishing, and technology literacy. In addition, we have a full-time media coordinator who reinforces our core curriculum by providing exposure to various forms of literature.

Our Foreign Language Program is enrichment to our core curriculum. The 7th and 8th graders receive instruction in Spanish twice weekly. In preparation for Spanish at the high school level, students receive basic instruction through the use of teacher created materials and projects. Because of the influx of Spanish speaking citizens in our country, our hope is that our students will have the ability to converse and interact in an ever-changing world.

2. Reading/English:

In the 2008-2009 school year, through faculty collaboration, it was deemed necessary to revamp our reading curriculum alignment due to many gaps in student achievement. We realized the reading curriculum in place was not sufficient, and children were falling farther behind each year. We found our vertical alignment was the missing link. Through the ISEL (Illinois Snapshots of Early Literacy), it was discovered students were not always recognizing letter names and sounds. Therefore, Saxon Phonics, a research based systematic approach was implemented in grades K–2. With this approach, instruction is focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension. By streamlining our vertical alignment in K–2, we have noticed great gains in our test scores.

Grades 3-4 reinforce the learned skills from K-2 by daily practice of reading short stories and novels. Through these practices, students learn how to apply reading strategies and continue to build their repertoire. In grades 5-8, basic reading skills and strategies are refined and additional skills are taught using authentic literature in the form of short stories and novels. This effectively helps students apply basic reading skills and strategies. Students also take part in Accelerated Reader, a supplemental reading program where students read at their own instructional level and are assessed on the comprehension of the literature.

Specifically, students acquire foundational reading skills through direct instruction in both whole group and small group settings. The goal is for students to become critical readers constantly self-monitoring their comprehension of text. This level of comprehension is developed through self-questioning, connecting with text, visualization and imagery. In addition, summarizing, drawing conclusions, predicting, and inferring are also practiced. Direct instruction of story elements, genre, text structure, author's point of view and purpose, literary devices, tone, and mood are also elements students learn.

In addition, our building is a school-wide Title I school. Our Title I instructor is able to work with all students to address individual weaknesses. Upon recommendations from classroom teachers and/or assessment data, students are referred for specific services. Both Title I and RTI (Response to Intervention) interventions are implemented when deemed necessary for individual students. Such interventions as Reading A–Z, Florida Center for Reading Research Activities, PALS (Peer-Assisted Learning Strategies), Words Their Way, Reading First Strategies, Heggerty Phonemic Awareness, Saxon Phonics, 6-Minute Solutions, Earobics, and Systematic Sight Word Instruction for Reading Success.

The aforementioned classroom practices are based on the Illinois Frameworks and Standards. Teacher experience of best practices are also incorporated.

3. Mathematics:

Sorento School implements the Saxon Math curriculum. At the lower elementary level, students are taught through a hands-on approach. Although Saxon Math ties into our state standards well, the teachers continually supplement the curriculum in order to fine tune their instruction and make it more meaningful. At our higher-grade levels, the curriculum is not as "hands-on" as needed. Knowing students benefit from hands-on approaches and manipulatives, teachers supplement using several resources, including material from experts such as Marilyn Burns, on-line resources, including the National Library of Virtual Manipulatives, and teacher created materials. This helps greatly in meeting our state standards.

Specifically, students acquire foundational math skills through direct instruction in both whole and small group settings. The goal is for students to become successful life-long problem solvers. This level of mathematical understanding is developed through incremental learning. Grades K-3 uses a hands-on approach during a daily Math Meeting where students take part in calendar activities, weather, counting, patterns, time, money, and problem solving. Students also do daily timed fact practice to strengthen automaticity. From this point, a daily lesson is taught and students are checked for learning from an independent classroom written practice. Teachers can then intervene with those students struggling with certain concepts. Finally, another written practice is given to reinforce what was learned in class. Grades 4-8 continue the daily fact practice, thus building further automaticity. Daily lessons are continually implemented as skills are presented followed by in class practice and independent work. Students are allowed to make corrections for partial credit, reinforcing learning from mistakes.

Students that are struggling with math concepts are detected through an AutoSkills assessment that is given three times per year in grades 3-8. These students are provided specific skill practice twice weekly during the RTI period. A computer-generated program that is individualized to fit each student provides this practice. Progress is monitored daily and additional instruction is provided when deemed necessary. In addition, Dibels Math Assessment is administered to grades K-2. This assessment identifies students' strengths and weaknesses. Teachers then incorporate student-driven practice to strengthen weak areas during RTI and morning warm-ups.

In addition to RTI, our classroom teachers are adept at identifying individual weaknesses and providing one-on-one instruction. This is an advantage teachers have with our smaller student-teacher ratio. Our exceedingly high math scores on the ISAT are a reflection of our school's math curriculum and how it is delivered.

4. Additional Curriculum Area:

While core subjects are extremely important and build the foundation for our students' learning, we believe technology is vital in student development. Since the mission of our school is to provide educational opportunities suited to the needs of the children, our technology curriculum goal must be to develop computer literate students who can function in our ever-advancing technological world. To be successful in a world characterized by change, global communication, and boundless information, our students need access to current data sources, communication technologies, and instruction of information-age skills. Because many of our students are impoverished and do not have access to technology at home, we believe it is imperative to fill this gap. It is critical our curriculum includes technology instruction, as students need these skills to be competitive at the high school, college, and post-graduate levels.

In years past, technology has been low-priority due to state funding, poor local economy, and the lack of financial resources. Sorento School has made technology a top priority upon the realization of the lack of skills in this area. Therefore, every effort was made to secure equipment and infrastructure necessary to provide quality technology for our school. With the assistance of corporate donations, competitive grants, and district funds, we have purchased Smart Boards and additional computers for each classroom, a stationary computer lab, and a mobile computer lab consisting of 25 wireless Netbooks. Our media center is equipped with computers for student use as well.

Because technology is now readily available in our school, we can better integrate it into core curriculum areas. Our stationary computer lab, consisting of twenty computers, a Smart Board, and a printer/scanner is available for teachers to use for whole class instruction and projects. For example, students take part in research techniques, writing composition, keyboarding skills, Internet navigation, multi-media presentations, spreadsheets, graphs, skyping, and virtual field trips. This lab is also used for direct technology instruction for grades 3-8 once weekly, as well as daily AutoSkills during RTI. In addition teachers use Senteo interactive response system to encourage whole group participation through the Smart Board activities.

As technology has become a large component of our curriculum, students have begun to internalize the importance of its use and application in everyday life. Student technology skills are improved since

implementing its use on a regular basis. Sorento School strives to empower students and faculty to efficiently use technology resources to become active, life-long learners.

5. Instructional Methods:

The teachers at Sorento School make a conscious effort to teach in a diverse manner. With the array of learning styles and capabilities, it is necessary to constantly adjust teaching techniques to reach the needs of each individual.

Classroom teachers present differentiated lessons in a variety of ways in order to reach all learners. For example, many lessons include visual, auditory, and kinesthetic approaches, resulting in students having accessibility to increase knowledge through comfortable learning avenues and demonstrate their mastery in multiple ways. Sorento School teachers work together as a group to review lessons and select the most engaging and effective lessons based on their experience. These lessons are organized into a coherent set of course materials. The goals are to improve efficiency, quality of lesson delivery, and student learning.

Differentiation also occurs in the use of flexible grouping. Based on task requirements, students are grouped in a variety of ways in order to increase interest in learning and expand knowledge. While in small groups, teachers become the facilitator guiding student-directed instruction. Groups are utilized when reading short stories, novels, or science and social studies materials. In math, students are paired to problem solve and practice learned skills. Natural peer tutoring often occurs during these pairings, as teachers sometimes pair students with this unannounced intent. The teacher can assess individual learning by observing each group and intervene with a mini-lesson where needed.

In addition, Resource Teachers modify curriculum for students with an IEP (Individualized Educational Plan). To do this, they scale back the core curriculum to increase student success. Many times, students are given an alternative curriculum based on the same subject. These teachers also supplement regular education curriculum with Edmark Functional Word Series/Reading Program, Power Reading, and Reading Mastery. To further improve student learning, pupils are taught in smaller group settings where there are fewer distractions, one-on-one instruction, and more visual aids. Students can complete their classroom work in a more relaxed atmosphere without time restraints or the anxiety felt in a larger group setting. Tests and/or homework assignments are read aloud to ensure understanding. Resource teachers collaborate with regular education teachers on a daily basis.

While there is no single strategy that will "fix" the complex needs of most classrooms, the array of teaching strategies available makes it possible to build and sustain the capacity and success in every classroom.

6. Professional Development:

Sorento School faculty realizes the importance of staying up-to-date on instructional philosophies and practices. Our school district is committed to providing teachers the most current professional development. Since student success is our focus, we are constantly in search of the best practices for effective instruction.

Language arts and math are two constant areas where professional development has been concentrated. Nationally and locally renowned experts in the areas of reading, writing, and math instruction have presented our faculty with a great deal of training. In looking at our school's ISAT scores, it is obvious our teachers are very knowledgeable in these areas.

Another area of professional development in the past couple years has been differentiated instruction. With the addition of RTI, it has been necessary for faculty and staff to become knowledgeable of the mandate and how to implement it to help students become successful in the three tiers.

Yet another area of training that is currently being incorporated is PBIS (Positive Behavior Intervention System). As part of RTI, this program will be implemented in our school at the beginning of next school year. We have a team a teachers partaking in training so they can be well prepared to train all other teachers

and staff before the program begins next fall.

Technology is an area that our faculty continues to build on in this ever-changing world. With the acquisition of Smart Boards in every classroom, teachers have eagerly embraced all the professional development allowed. This has been a very exciting topic for everyone, driven by state of the art technology and the enthusiasm of the students.

Our school district not only sends us to various places for training, but also brings nationally known speakers such as Hal Urban and Phyllis Hostmeyer right to our high school auditorium. Locally known speakers are also no strangers to our school district. Our Regional Office of Education provides an "Institute Day" in the fall of each year where teachers choose sessions to attend that are relevant to their teaching discipline. We are also given in-service days to share ideas about teaching methodologies and managing curriculum with other teachers in the district.

The teachers at Sorento School are self-motivated to seek professional development. It is quite obvious by looking at the percentage of teachers with Master's Degrees and beyond. In addition, many of our teachers are National Board certified, a professional development experience in itself.

7. School Leadership:

The principal at Sorento School, Bill Carpenter, emphasizes with the faculty, staff, students, and parents that mediocrity will not be standard when it comes to academics, behavior, or character. Sorento School strives for excellence in all areas. This is evident when examining our test scores, lack of discipline referrals, and outstanding character education program.

Mr. Carpenter's leadership role first began with a complete overhaul of the school's appearance. The school was given a coat of fresh paint inside and out, new floor tile, updated furniture, motivational signs, character education phrases, and beautiful landscaping. Parents, teachers, students, and local merchants took part in these changes, which allowed everyone a "buy in" toward students' education. Teachers and students are now given an environment conducive to learning, and school pride is evident.

Although building aesthetics are important, meeting the needs of students, faculty, and staff is one of Mr. Carpenter's main goals. He has an open-door policy and encourages everyone to discuss needs and concerns. Mr. Carpenter takes a great deal of pride in Sorento School, and makes certain it has a safe, comfortable, friendly, and professional learning environment to benefit all involved. He always finds ways to solve problems and provide teachers with equipment to deliver the best instruction. He has a great relationship with students. Every morning, students are lined up at his door to receive a "special job." He listens to their stories attentively, and shares jokes and stories with them. Mr. Carpenter starts each day with announcements and acknowledges individuals for academic, behavioral, or athletic success.

Communication with faculty and staff are imperative to Mr. Carpenter. He believes working together as a team will benefit the students. Principal Advisory meetings are held monthly to touch base with areas of question and concern. Mr. Carpenter also holds monthly faculty and staff meetings to discuss the latest district board meeting. This keeps everyone on the same page, and gives us the opportunity to discuss events as a group. Mr. Carpenter keeps organization in our school through the "Weekly Words" given to faculty and staff each Monday, and "The Greyhound Press" which goes home with each student monthly. Through these publications, everyone is aware of current events.

Mr. Carpenter believes teachers must be provided with updated materials, professional support, and the opportunity to work in an environment that allows innovative teaching. His mission is to make a deep, lasting difference in the lives of all children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	95	100	75	81	94
Exceeding	67	53	25	33	61
Number of students tested	18	19	19	21	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	
Percent of students alternatively assessed			5	5	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	100	100	75	71	89
Exceeding	50	32	10	24	33
Number of students tested	18	21	19	19	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	
Percent of students alternatively assessed			5	5	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students to have sub group (which is 45) in any of the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	100	90	86	94	88
Exceeding	29	16	27	41	25
Number of students tested	17	19	22	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		5	4		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	100	84	86	82	81
Exceeding	59	21	23	24	25
Number of students tested	16	17	22	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1		
Percent of students alternatively assessed		6	4		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	95	85	93	80	73
Exceeding	0	5	0	13	7
Number of students tested	19	20	15	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	5	5			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	90	70	87	80	73
Exceeding	21	25	53	40	20
Number of students tested	19	20	15	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	5	5			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students for a sub group (which is 45) in any of the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	91	100	93	100	95
Exceeding	36	22	13	14	14
Number of students tested	22	18	15	14	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1		1		
Percent of students alternatively assessed	4		7		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading　　　　　　Grade: 6 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	86	83	87	86	91
Exceeding	46	33	40	43	18
Number of students tested	22	18	15	14	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1		1		
Percent of students alternatively assessed	4		7		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES:　Sorento School does not have enough students for a sub group (which is 45) for the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	100	100	94	91	80
Exceeding	37	18	31	23	0
Number of students tested	19	17	16	22	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		6			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students (45) to have a sub group in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	79	76	69	82	70
Exceeding	16	18	25	5	10
Number of students tested	19	17	16	22	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		6			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students for a sub group (which is 45) in the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	94	94	85	86	82
Exceeding	24	25	15	5	12
Number of students tested	17	16	19	21	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	94	81	75	76	71
Exceeding	6	6	0	10	0
Number of students tested	17	16	19	21	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					

NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2010 Publisher: Pearson/ISBE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	94	81	75	76	71
Exceeding	6	6	0	10	0
Number of students tested	17	16	19	21	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES: Sorento School does not have enough students to have a sub group (which is 45) in any of the categories listed above.					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	96	94	87	88	86
Exceeding	32	23	19	22	19
Number of students tested	112	109	106	110	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	1	0
Percent of students alternatively assessed	3	3	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding	94	90	80	88	85
Exceeding	23	20	16	24	21
Number of students tested	47	41	45	42	39
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding	81	89	92	62	61
Exceeding	5	21	8	10	13
Number of students tested	21	19	13	21	23
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES:					

11IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and Exceeding	91	83	79	79	80
Exceeding	33	23	24	22	18
Number of students tested	112	109	106	110	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	1	0
Percent of students alternatively assessed	3	3	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and Exceeding	85	78	71	74	79
Exceeding	17	12	22	17	13
Number of students tested	47	41	45	42	39
2. African American Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting and Exceeding	71	63	69	29	43
Exceeding	5	16	8	5	0
Number of students tested	21	19	13	21	23
5. English Language Learner Students					
Meeting and Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting and Exceeding					
Exceeding					
Number of students tested					
NOTES:					

11IL8