

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL11

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Ms. Gaylyn Grimm

Official School Name: Glen Oaks Elementary School

School Mailing Address: 9045 S. 88th Avenue
 Hickory Hills, IL 60457-1252

County: Cook State School Code Number*: 0701611702003

Telephone: (708) 233-6800 E-mail: ggrimm@npd117.net

Fax: (708) 430-6636 Web site/URL: http://www.npd117.net/glenoaks/aboutus.asp

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*: Ms. Jeannie Stachowiak Superintendent e-mail: jstachowiak@npd117.net

District Name: North Palos SD 117 District Phone: (708) 233-5739

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. Mark Gambla

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)

**Non-Public 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

12IL11

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12IL11

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
0 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 6849

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 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	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	82	83	165		9	0	0	0
3	78	90	168		10	0	0	0
4	85	88	173		11	0	0	0
5	83	79	162		12	0	0	0
Total in Applying School:								668

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
19 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
2 % 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 2010-2011 school year: 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1, 2010	680
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 21%
 Total number of ELL students in the school: 138
 Number of non-English languages represented: 11
 Specify non-English languages:

Arabic, Polish, Spanish, Urdu, Pashto, Telegu, Albanian, Portugese, Slovak, Vietnamese, and Pilipino

9. Percent of students eligible for free/reduced-priced meals: 50%

Total number of students who qualify: 335

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: 9%

Total number of students served: 59

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

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>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>21</u>	<u>7</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>10</u>
Total number	<u>61</u>	<u>17</u>

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:

27:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Home of the Panthers, Glen Oaks Elementary School, recipient of the prestigious Illinois Academic Excellence Award for 2009, 2010, and 2011, is one of five schools in North Palos School District 117. It is located in Hickory Hills, Illinois, a suburb about 20 miles southwest of Chicago's Loop. Built in 1961, with numerous additions and renovations throughout its history, Glen Oaks is a 25-classroom building, housing a technology lab and a media resource center. Each classroom has access to laptops with Internet connections, and either tablet computers with projection capabilities or SmartBoard computer projection technology enhanced by state of the art classroom audio systems.

Glen Oaks houses grades 2 through 5 and has an enrollment of approximately 660 students. Our diverse population includes students from a wide range of economic environments (50% of Glen Oaks students qualified for free/reduced meals in 2011) and cultural backgrounds (21% of Glen Oaks students qualify as ELL and a majority of our general student population come from homes in which a language besides English is spoken). Glen Oaks teachers and support staff provide an excellent education and learning environment for all of our children, differentiating instruction based on each child's academic needs as determined by constant and thorough analysis of assessment and observational data. Due in no small part to the support of the District 117 administration and School Board, Glen Oaks students thrive thanks to the collaborative instructional support of our highly qualified classroom teachers and specialists, which include four reading specialists, four special education resource specialists, one ESL, two Arabic bilingual, one Polish bilingual and one Spanish bilingual teacher, and a gifted instruction specialist. Our students' well-rounded education also benefits greatly from the consistent support of our media specialist, art teacher, music teacher, physical education teachers, speech/language pathologist, social worker, school psychologist, and our well qualified support staff members.

In addition to our rigorous academic curricula and instruction, other programs offered at Glen Oaks include:

- ASSETS (After School Student Enrichment Teams) – a before and after school literacy support program provided by our certified teachers
- Rainbows - a support group for children going through painful transitions with death or divorce
- RIF (Reading is Fun) – our school-wide reading incentive program developed and maintained by our reading and media specialists
- Families of the Month - two families are recognized each month, and their family memorabilia is featured in our display case
- Extracurricular Activities - open gym, student council, art club, chorus/music club, Junior Great Books, E.C.H.O. (Every Citizen Helps Out) recycling club, and Learning Links, an academic exploration club integrating the study of art and architecture with literacy, math, science and social studies
- Panther Protocol and PBIS – the Glen Oaks' version of Positive Behavioral Interventions and Supports (PBIS), Panther Protocol involves the design and implementation of best practices with the goal of improving behavioral outcomes for all students. The emphasis is on preventing inappropriate behaviors through teaching and encouraging prosocial behaviors.

Bolstered by a dynamic PTA, whose members provide support for enrichment activities such as interactive family nights, field trips, and cultural arts programs; an enthusiastic corps of retired certified teachers and volunteers who provide academic, emotional, and social support throughout the year; community-based, in-school educational programs provided by the local police, fire, and library districts; and a strong school-home partnership, we hold forth high expectations for the growth and achievement of

all students. Our Panther Team takes great pride in fostering a strong sense of community and teamwork through all of our programs and the relationships we have developed with our stakeholders.

In collaboration with our School Board, Administration, and stakeholders, we work each day to provide the support needed for each child to perform at levels that meet or exceed Illinois State Learning Standards. Guided by our district-wide Core Values of

Visionary Leadership

Organizational and Personal Learning

Systems Perspective

Focus on the Future

Agility and Flexibility

Learning-Centered Education

Managing for Education

Management by Fact

Public Responsibility and Citizenship

Focus on Results and Creating Value

our Panther Team endeavors to help each child develop to meet his or her full potential in a safe and secure environment that fosters acceptance, respect, and trust. Our motto is, "Investing in our Future, One Child at a Time".

1. Assessment Results:

A. Performance Levels

The educators of Glen Oaks School and North Palos School District 117 have worked diligently since 2005 to develop and implement a comprehensive system of local and nationally-normed assessments to monitor student progress and guide differentiated instruction, and all programming decisions are made based on at least a triad of data points. The primary accountability assessment tools in Illinois, however, are the ISAT tests. In spring of each year, students who are enrolled in public elementary and secondary schools across Illinois participate in the testing program which determines each school's Adequate Yearly Progress (AYP). Students in grades 3 through 8 take the Illinois Standards Achievement Tests (ISAT) in reading and mathematics. Students in grades 4 and 7 take the ISAT in science as well. ISAT measures the extent to which students are meeting the Illinois Learning Standards.

Illinois teachers and curriculum experts developed the ISAT and established performance levels on these tests in cooperation with the Illinois State Board of Education (ISBE). The students' overall scale scores in reading, mathematics, and science are placed in one of four performance categories described as follows:

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Additional information regarding specific subject and grade level performance definitions and the ISAT tests may be accessed on the Illinois State Board of Education website at <http://www.isbe.net/assessment/isat.htm>.

B. Performance Trends

Reading

Over the past five years, Glen Oaks students in grades 3 through 5 overall have consistently met and exceeded the state AYP minimum target as measured by the ISAT. Since 2007, the percent of students meeting and/or exceeding standards as measured by the reading ISAT has increased by 7.4 points, from 86.3% (2007) to 93.7% (2011). Within that same time period, the percent of students exceeding state standards in reading rose 12 percentage points, from 28.2% to 40.2%.

Subgroup data trends in reading performance over the same five year period demonstrate even more significant gains in terms of the percent of students within each of our quantifiable subgroups who are meeting and/or exceeding state standards. The Hispanic subgroup showed a 10 percentage point increase from 2007 (84.2 %) to 2011 (94.2%). The Economically Disadvantaged subgroup gained 15.2 points over the same time period, from 74.8% meeting/exceeding standards in 2007 to 90.0% meeting/exceeding

standards in 2011. Most exciting has been the 20.5 point gain attributed to an increase in performance by students within the Students with Disabilities subgroup, from 66.2 % (2007) to 86.7% (2011). 2011 was the first year Glen Oaks had a quantifiable LEP subgroup, so trend data for this subgroup was not available. 93.8% of our LEP subgroup did meet and/or exceed reading standards per their performance on the 2011 reading ISAT tests.

Math

Over the past five years, Glen Oaks students in grades 3 through 5 overall have demonstrated exceedingly strong skills in mathematical calculations and problem solving as measured by the ISAT. Since 2007, the percent of students meeting and/or exceeding standards has exceeded the state target by at least 13 percentage points and as much as 44 percentage points. Over the last five years, the percentage of third, fourth, and fifth grade students overall who have met and/or exceeded state standards has increased 1.8 points from 97.1% in 2007 to 98.9% in 2011. In the interim, the overall percentage of students in grades 3 through 5 who have exceeded Illinois mathematical standards has increased from 48.2% to 52.3%.

Subgroup data trends in math performance over the same five year period demonstrate similar strengths to those displayed by the overall student population. The Glen Oaks Hispanic subgroup, during the period of 2007 to 2011, has met and/or exceeded state standards at levels from 90.3% to 97.7%. During the same period, our Economically Disadvantaged subgroup's meet/exceeds performance has ranged from 91.6% to 98.4%. Similarly, our Students with Disabilities subgroup performed at levels ranging from 85.5% in 2008 to 93.3% in 2011. As in reading, trend data was not available for our LEP subgroup, but they performed phenomenally in 2011, with 100% of this group meeting and/or exceeding Illinois mathematical standards.

Guided by our core values, we believe the consistent high performance and continued academic growth in reading and math demonstrated by our students can be attributed to the teamwork of our school and larger educational community. This process has resulted in the implementation of educational practices and structures that drive us, as a team, to monitor our students' progress and analyze relevant data on a constant basis. This information is then utilized to effectively design and implement academic, social, and emotional interventions and learning opportunities to benefit both individuals and the entire student population. The intervention identification and team approach is instrumental in targeting *each* underperforming student, whether within a subgroup experiencing an achievement gap or not, for appropriate educational supports to close his or her personal learning gaps. Both reading and math learning improvements can also be attributed to systemic embedded professional development for educators; professional development provided specifically for its relevance to supporting our students' needs.

2. Using Assessment Results:

Beginning in 2003, our superintendent instituted a cyclical, data-driven, systematic accountability process to ensure that the percentage of students meeting and exceeding state standards would increase significantly:

- Establish Desired Targets and Outcomes
- Collect and Organize Data
- Make Meaning Out of Data
- Work in Teams and Take Action to Make Improvements
- Assess and Evaluate Actions Taken
- Share Data with Entire Professional Learning Community

Throughout the process, student achievement and district goals are developed and all financial decisions are made based on these shared goals. By aligning academic goals with the district budget, school district stakeholders are assured that the focus throughout the district is based on student learning and increased student achievement. By collecting and then disaggregating data from multiple sources, learning community stakeholders are held accountable for student achievement.

At Glen Oaks, following a model created by our current superintendent, the principal and team leader meet three times each year during day long sessions with each grade level team (consisting of all classroom teachers and specialists who provide student support at that level) to discuss student learning data, including results from state tests, standardized tests, and district and local assessments. Although all students and their results are discussed, the focus is on those students not meeting grade-level expectations.

Teacher intervention teams then use the data to develop individual action plans for *each* of these students, including goals and interventions to be used. Teachers then outline the role *they* play in these individual action plans. Once the action plans are set (or reset), teachers meet with the students individually to discuss their performance and/or progress and the intervention plan, as well as help each student set his/her own learning goals. Intervention teams also meet with parents to discuss each child's progress and action plan.

During weekly PLC team meetings and monthly grade level collaborations, common assessment data, as it becomes available, is also analyzed for the purpose of determining the success of instructional methodologies and curricular sequences to affect student learning within classrooms and across grade levels. This information then becomes the driving force for all staff to work together to improve our instructional practices and strengthen our curriculum. It is also used to determine professional development needs for both district and school level staff. In addition, a triad of data points, always including state assessment results, are used to determine student placement into support and enrichment programs and into classroom clusters of similarly supported students.

The focus questions during these meetings, developed by Richard and Rebecca DuFour in their groundbreaking Professional Learning Community work, are:

1. What do we want our students to learn? (essential, guaranteed & viable curriculum)
2. How will we know they are learning? (administer frequent, team-developed, common, formative assessments)
3. How will we respond when they don't learn? (timely, directive, systematic intervention)
4. How will we respond when they do learn? (timely enrichment/extension)

State assessment and common local assessment results are shared with parents via written communication of results along with detailed explanations of the purpose and meaning of the assessments, as well as performance expectations for the grade level. Teachers also conduct conferences with parents to discuss these results and to provide specific recommendations for parental support based upon the results.

Our curriculum director shares assessment results with the NPD 117 school board and the community at large at a school board meeting in October of each year. Community stakeholders are also provided with grade level assessment results and school demographic information via our annual School Report card, available on our district website, www.npd117.net, and through the Illinois Interactive Report Card website, previously referenced.

3. Sharing Lessons Learned:

The sharing of knowledge and strategies that have enabled the Glen Oaks team to aide our students in meeting and exceeding grade level standards is embedded within our culture of continuous improvement

and provides us with the opportunity for reflection and fine-tuning of our learning environment and practices.

The sharing process begins at PLC and grade level collaboration meetings. As the data reveals teachers whose students excel in various concepts and strategies within each subject area, those teachers then provide their expertise in obviously successful instructional methodologies or curricular adaptations in the form of roundtable discussions.

The teachers whose students' performances indicate they are working with an educator with high levels of expertise in content and instructional methodology also share their knowledge and skills with the entire Glen Oaks staff and with the staff at other schools in the district during our monthly early release (TEAM) days. During one TEAM day session this year, two of our fifth grade classroom teachers as well as our gifted specialist and team leader presented skills and strategies to use when implementing a guided math program within the math block.

Our team members also willingly share their expertise and experience with educators beyond our own district. Our ESL/Bilingual teaching team gave a dynamic and well-attended presentation in December at the Illinois Bilingual Conference in Oak Brook about best practices when working with ESL students. The Glen Oaks principal, in conjunction with another district principal and the ELL director, also presented at the same conference in 2010 about the processes we developed and the changes we instituted in our ESL/TBE programming throughout the district as a result of the training we received from the Illinois Resource Center. In response to these presentations, our Glen Oaks TPI/TBE classrooms have been observed by, and we have met with, administrators and educators from other Illinois districts to discuss our successful programming and instructional methodologies.

Guided by the principles of 21st Century Learning, our faculty, lead by our media specialist, has worked diligently to make technology an integral part of our curriculum and learning activities. Several of our team members, based on this integration of technology into our daily learning environment, have been awarded *The Larry Stilgebauer Award of Excellence* for the innovative use of technology advancing teaching and learning. These award-winning projects have been shared with other Illinois school districts at the annual Illinois Technology Conference for Educators (ICE).

4. Engaging Families and Communities:

Glen Oaks School relies significantly on the support provided by our family and community members in our quest for always higher levels of student success.

Our dynamic PTA provides a substantial amount of support in terms of bolstering the social and emotional health of our students, without which our Panthers would be unable to make academic progress. In addition to distributing books to each student in celebration of his/her birthday on monthly Popcorn days (the smell of freshly popped corn is enough to make even the grumpiest among us smile), the PTA arranges for assemblies promoting the cultural arts, pays for field trips to enhance curriculum-aligned classroom studies for each student at each grade level, has developed an entire curriculum and recruits volunteers to provide lessons in art awareness during the semester our students are studying music, sponsors an extracurricular garden club which has provided magnificent landscaping for our building, and arranges for and hosts seasonal celebrations in each classroom. This is in addition to the tireless fundraising they must do in order to provide these experiences to over 650 children on a regular basis.

We also rely on an enthusiastic corps of highly-skilled, retired certified teachers who provide academic and emotional support throughout the year as they proctor assessments for special needs students, monitor second grade students' sight word abilities, promote and participate in STEM-based extracurricular activities, and provide for continuity of instruction from a familiar educator when our teachers are participating in professional development or suffering from an illness.

Community-based and in-school educational programs are also offered during the school year by the local police, fire, and library districts. The Hickory Hills police officers develop a strong rapport with our Panthers through transportation safety classes conducted by our traffic officer and the multi-week Drug Abuse Resistance Education (D.A.R.E.) program lead by our D.A.R.E. officer culminating in a D.A.R.E. graduation honoring students whose essays best reflect the D.A.R.E. message. Fire-safety contests are sponsored by the Roberts Park Fire Department, whose firefighters also take time out of their busy schedules each year to teach fire safety and first aid to our students. For the past several years, we have worked with the Green Hills Public Library, whose media specialists coordinate a field trip to a Chicago area landmark, along with a lovely lunch, for those students who have participated in a book club study of a children's novel set in the Chicago area. In addition, the Green Hills and Bridgeview public libraries offer an incentive-based summer reading program for all district students.

Glen Oaks students also benefit from the sponsorship of local organizations such as the Kiwanis Club, who donates the books and underwrites the cost of the field trip and lunch for the aforementioned book study and who also recognizes students who have best demonstrated the characteristics of hard work and a desire to improve at a yearly *Encourage Excellence* awards luncheon. Our local Rotary club supplies each of our third grade students with their own paperback copy of the Merriam-Webster Dictionary. Glen Oaks echoes for weeks with the question, "Do you know the longest word in the dictionary?" after their presentation.

Key to the success of our Glen Oaks Panthers, however, is the high level of support we enjoy from an astounding majority of our Panther parents and guardians. Our teachers are in constant contact with our students' families in order to ensure parents are aware of their children's progress, strengths, and weaknesses. Panther Professors provide parents with not only weekly and monthly updates on skills being learned in all subject areas, as well as recommendations for educational websites for practice of each of those skills, but also maintain daily contact through phone, e-mail, and written communications to ensure our students continue to attain high levels of academic proficiency. Given our large multilingual population, this is not always an easy task, but staff members, family members, and community members are recruited for translation purposes on a regular basis in order to ensure all communications are comprehensible. Without the support we receive from our ancillary staff including our psychologist, social worker, health aide, and school nurse in working with our families to ensure our students' basic physical and emotional needs are met and from our faculty members in ensuring skills are practiced long beyond the end of our school day, our Panthers' academic progress would be minimal.

1. Curriculum:

Our district curriculum is based upon the Illinois Learning Standards and has been developed by grade level teams of classroom teachers, specialists, team leaders, and administrators. These teams have created monthly curriculum maps in reading and mathematics. With the adoption of the Common Core State Standards in reading and mathematics by the state of Illinois in the summer of 2011, North Palos District 117 is currently in the process of revising its curriculum in these subject areas to reflect these new standards. Our current curricular implementation emphasizes a scope and sequence incorporating best practice and differentiation to meet the needs of our learners. Below is an overview of the curriculum for each subject area.

Reading/Language Arts: Students will be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They are to develop a command of the English language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

Mathematics: Students will have an understanding of how numbers are used and represented. They will be able to use basic operations (addition, subtraction, multiplication, division) to solve “real world” problems and calculations. They will be able to read, write, and visualize ways in which mathematical problems can be solved in geometric, statistical, and algebraic settings. They will be able to communicate mathematical relationships through drawings and graphs.

Science: Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. They will understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences. Students will also understand the relationships among science, technology, and society in historical and contemporary contexts.

Social Science: Students will understand political systems and social systems, with an emphasis on the United States. They will understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations. Students will understand world geography and the effects of geography on society, also with an emphasis on the United States.

Fine Arts: Students will know the language of the arts encompassing both art and music. Students will understand, through creating and performing, how a variety of works of art are produced. Students will understand the role of the arts in civilizations, past and present.

Physical Development and Health: Students will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. They will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. Team-building skills will be developed by working with others through physical activity. Students will understand the principles of health promotion and the prevention and treatment of illness and injury. Students will also understand body systems and factors that influence growth and development.

Media: (Note: Media standards, based on the ISAIL document, are designed to support and complement the Reading/Language Arts standards.) Students will understand the basic organizational pattern of the library, utilize the electronic library catalog, and apply knowledge of the call number of a book in order to apply appropriate guidelines in choosing a book to read. They will identify literary elements in a variety of fiction genres and authors. Text structure relevant to nonfiction text will be used by students to enhance

comprehension. Reference materials will be used appropriately. Students will practice internet/personal safety as well as adhere to networking codes of behavior. Text references and technology will be utilized to successfully present, perform, or share a product.

2. Reading/English:

Thanks to a school staff committed to the ideas that (1) all children can learn to read and (2) reading is the foundation of success in all learning, the staff at Glen Oaks School has implemented a multilevel, balanced literacy framework that utilizes a multimodal approach each day to support children in becoming successful readers.

With the support of the community and district's substantial investments in professional development for teachers and in literacy materials as well as extensive classroom libraries and a media center offering a wide variety of texts, including bilingual books and state of the art technology such as e-readers and audio books, Glen Oaks' daily 126 minute balanced literacy block addresses the areas critical for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, writing, and comprehension.

The teacher begins by modeling, generally through a read-aloud, the reading strategy that is the focus of the lesson. Subsequently, students are engaged in practicing the focal strategy in small groups or independently as the teacher monitors and provides guidance during the guided reading portion of the block. The purpose of guided reading is to systematically scaffold the decoding and/or comprehension strategy skills for students who are having similar challenges. Then, students read leveled texts independently as the teacher circulates among them to observe, record observations, and confer with students individually. Direct instruction in phonics and word study are also included in the balanced literacy block. For emergent and early readers, the teacher plans and implements phonics-based mini-lessons. After the teacher explicitly teaches a phonemic element, students practice reading and/or writing other words following the same phonemic pattern. For advanced readers, the teacher focuses on the etymology of a word. Students who are reading at this stage are engaged in analyzing the patterns of word derivations, root words, prefixes and suffixes.

The overall purpose of balanced literacy instruction is to provide students with a differentiated instructional program which will support the reading development of each individual, whether these students are performing at levels that are below, meeting, or exceeding standards. If students require remediation or enrichment, as determined by the data analysis of the results of common local assessments and progress monitoring, Glen Oaks is fortunate to have the support of a highly qualified cadre of specialists at each grade level including a gifted specialist, reading specialist, special education resource specialists, and bilingual specialists who work with the grade level team to determine the appropriate type and amount of additional intervention for students performing below or above grade level. Interventions (in addition to those provided in the classroom during the balanced literacy block) may be provided in the form of small group or individual pull-out or collaborative support, or before and after school small group support programs.

3. Mathematics:

Recognizing the success of the balanced literacy multimodal approach which promotes and provides for differentiated instruction in reading, Glen Oaks teachers have worked successfully to implement a similar approach to multimodal, differentiated instruction in math which we call Guided Math. Guided by the district's curriculum maps, grade level teams have created a monthly scope and sequence of skills/strategies which then become the focus of whole group, direct instruction mini-lessons. Following best practice, during the first half of the block, the teacher models the skill/strategy and provides guided practice utilizing available technologies, math manipulatives, and vocabulary building practices such as sentence frames, while constantly assessing students' comprehension informally. This is followed by individual practice of the skill/strategy while the teacher circulates among the students, assessing the comprehension and application ability of each student. Frequently, this in-class independent practice eliminates the need for homework practice.

The second half of the 84 minute math block is then utilized by the teacher to work with small groups of students to present the lesson in a different format in order to address the students' needs or to review previously learned skills which may need strengthening or refreshing. Students also work together at this time in small groups on differentiated activities for additional practice on the focal skill or for review of previously learned skills. Math manipulatives and real world applications provide the basis for this "math center" work.

The overall purpose of guided math instruction is to provide students with a differentiated instructional program which will support the mathematical progress of each individual, whether these students are performing at levels that are below, meeting, or exceeding standards. If students require remediation, as determined by the data analysis of the results of common local assessments and progress monitoring, Glen Oaks is fortunate to have the support of a highly qualified cadre of specialists at each grade level including a gifted specialist, special education resource specialists, and bilingual specialists who work with the grade level team to determine the appropriate type and amount of additional intervention for students performing below or above grade level. Additional interventions may be provided in the form of small group or individual pull-out or collaborative support.

4. Additional Curriculum Area:

Technology: Technology planning, instruction, and evaluation is a long-term team effort at Glen Oaks School. Students and teachers at Glen Oaks are immersed in technology throughout the school day. Each classroom is equipped with surround sound and mounted projectors. Second grade classrooms have mounted interactive whiteboards and all other classrooms in the building have a tablet PC that connects to a wireless projector. Over 45 laptops are available for use in classrooms as well as a full lab of 30 computers. Classrooms have access to digital cameras, an HD video camera, and many document cameras. Our media center has over 100 audio book titles and thirty MP3 players that circulate to students. Currently, e-readers are circulated for use by selected students in the Title 1 Reading program, but plans are already underway to make additional e-readers available for use by the general student population.

As our teachers have become more proficient with our technology goals and available tools, the focus has shifted to elevating and enhancing student learning. The goal of the technology curriculum is to provide our students with the opportunity to create integrated technology products with real world applications.

Over the course of the last year, we have modified existing lesson plans to incorporate 21st Century learning standards. Classroom teachers, administrators, and the media specialist meet regularly to work on these lesson plans. The sessions begin with choosing a unit of study and developing goals by working backwards. This allows us to create a unit of study with academic goal(s) always at the forefront when establishing the learning activities and sequence. The philosophy of our district and school is that technology serves to support and enhance learning.

Increased collaboration, creativity, and increased real world application are the initial goals we have established for student learning in these units. We use the following questions to guide our lesson planning:

What do we want students to know?

What do we want students to think about during the unit? (It's important to address this because we want to create a lesson that gives students the opportunity to answer these questions, not just ask them.)

Each technology unit also includes detailed descriptions of the following best instructional practices:

- Direct instruction
- Modeled and guided practice

Independent practice

Sharing and reflecting (This is a crucial component of the 21st Century Learning Model, yet often omitted in planning. Student discussion about what has been learned and how it has been learned often yields a truer and more in-depth assessment of student learning.)

5. Instructional Methods:

The Glen Oaks Professional Learning Community is dedicated to our motto, “Investing in Our Future, One Child at a Time.” Using this as our constant compass, the Glen Oaks staff strives to provide differentiated instruction to meet the needs of our learners based upon needs and learning styles. As detailed under the sections **Reading, Mathematics, and Technology** previously, the learning environment, materials, and activities within each classroom are designed to support this differentiation to ensure student success on a daily basis.

Enrichment activities in reading are provided (within the classroom during guided reading and after school through Great Books clubs) for higher level learners, primarily through literature circle groups, whose members engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic responses. More than 75 students in the 2nd and 3rd grades participate in an after-school thematic unit study of biomes and architecture, energy, and artistic styles. Fast Track math classes, currently servicing about 200 students across the four grade levels, focus on fast-paced, in-depth studies of mathematical concepts for those students whose performance on all assessments meets the criteria to be considered as exceeding state and local standards.

Intervention support in multiple subject areas is offered through a variety of formats, depending on the needs of the student. Collaborative instruction is provided within specified classrooms at each grade level by a special education resource specialist who co-teaches with the classroom teacher during the reading and math blocks on a daily basis. Pull-out, small group instruction in all core subjects is also made available for IEP students based upon need.

Our reading specialists work with students requiring intervention in a variety of programs also structured to meet the students’ needs. Similar to the special education resource specialists, reading specialists create learning experiences which range from collaborative teaching models with classroom and ESL teachers to small group, pull-out models to one-on-one Wilson-based reading instruction.

We are also fortunate to have one TPI specialist and four bilingual specialists (Arabic, Polish, and Spanish) who provide our ELL population with support for learning English through literacy within the Balanced Literacy block and the content areas in both pull-out and collaborative teaching programs based upon students’ needs.

ASSETS is our extended day program offered to all students demonstrating a need for reading intervention. Currently, there are 121 students enrolled in the program either before or after school. ASSETS is taught by 26 of our Glen Oaks teachers.

6. Professional Development:

In District 117 there is a commitment to providing high quality professional development to all of our educators. Currently, Glen Oaks School has three Institute Days dedicated to professional development. Two days at the beginning of the year are planned by the school, and one day in January is planned by the Institute Day district committee. Additionally, all District 117 schools have nine early release days for professional development called TEAM Days. Students are dismissed an hour and a half

early, and teachers stay for an additional hour amounting to an additional two hours of professional development time monthly. The topics are jointly planned by the District Curriculum Director, Director of English Language Learners, Special Programs Director and school leadership team in conjunction with the teachers.

District 117 believes in job-embedded professional development that is systematic and focused. Across the district there are clear goals and a common vision for the purpose of professional development. The focus of professional development recently has been on balanced literacy. The professional development framework has followed a specific plan of action. The first year, all second grade teachers were trained in balanced literacy. As these students moved from second to fifth grade, their teachers were trained to ensure continuity of instruction. This training included introducing concepts in context with modeling by the professional development provider, in-class observations and coaching via debriefing sessions, and written feedback. Each grade level received two years of on-going support to implement high quality literacy practices. Additional professional development was provided as required.

At a school-level, Glen Oaks teachers participate in weekly Professional Learning Communities (PLCs). Each team of teachers meets for one forty-two minute preparation period weekly to discuss methods to improve student achievement. During these meetings, data from common local assessments are analyzed, and teachers discuss methods to improve results. Peer-led professional development during this time is essential to improving support for students, class-wide and individually, via curricular and instructional delivery improvements.

7. School Leadership:

The leadership philosophy of Glen Oaks School emphasizes collaboration and teamwork. Members of the Glen Oaks Learning Community utilize each other's strengths to realize the school's mission to help each child meet his or her full potential in a safe and secure environment that fosters acceptance, respect, and trust.

Based on the belief that great leaders know their limitations, and guided by our Core Values, Glen Oaks' leadership strives to leverage its strengths and those of the staff and community to meet each of our students' needs. Each endeavor, from developing individual student intervention plans to designing a daily learning schedule for the entire school, is undertaken and implemented successfully thanks to the shared vision, cooperation, and contributions of the professional learning community as a whole. Our monthly grade level team meetings, weekly PLC meetings, and monthly TEAM day meetings, with the support of our district administration, school board, and community at large, are reflections of this teamwork, from the development of agendas to leading professional development.

Under the premise that a leader leads by example, it is understood that there is nothing that would be expected of a team member that this principal and team leader would not, if at all possible, willingly undertake themselves. Whether that expectation involves a commitment to our mission, cleaning tables, or teaching an exemplary lesson, the Glen Oaks team works as hard and as successfully as it does because they share this commitment to do whatever it takes to help our children be the best for the world. Late nights, weekends, and summers spent planning lessons and programs, procuring support services, and communicating our core values to parents and the community are a workload shared by all members of this team.

Building capacity and empowering team members is also crucial to the tremendous academic achievement of our Panthers. This shared leadership culture requires the principal and team leader to build on the alignment of each person's leadership style, skill, and experience, based on the task at hand. The media specialist, for example, has been instrumental in the creation and implementation of the integrated technology curriculum throughout Glen Oaks. Our motivational reading program is driven by the creativity and leadership to be found within our reading specialists. Our year-ending Field Day is possible thanks only to the leadership of our physical education teachers. Most importantly, this shared leadership creates shared responsibility for implementation and accountability for learning results.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	99	96	98	92	97
% exceeds	65	56	64	64	61
Number of students tested	177	163	171	161	164
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	1	3	2	5	2
Percent of students alternatively assessed	1	2	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	99	93	96	86	95
% exceeds	55	49	56	53	47
Number of students tested	80	71	68	66	58
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	3	8	5	5	8
3. Hispanic or Latino Students					
% meets plus % exceeds	100	96	95	78	96
% exceeds	63	50	55	48	57
Number of students tested	35	24	22	23	23
4. Special Education Students					
% meets plus % exceeds	95	89	100	78	93
% exceeds	63	32	45	30	62
Number of students tested	19	28	20	23	29
5. English Language Learner Students					
% meets plus % exceeds	100	91	88	50	92
% exceeds	61	50	59	29	17
Number of students tested	38	22	17	14	12
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	93	88	91	88	84
% exceeds	40	32	36	24	24
Number of students tested	177	163	171	161	164
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	1	3	2	5	2
Percent of students alternatively assessed	1	2	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	86	82	84	80	69
% exceeds	13	18	18	15	12
Number of students tested	80	71	68	66	58
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	3	8	5	5	8
3. Hispanic or Latino Students					
% meets plus % exceeds	89	79	82	78	74
% exceeds	31	21	36	22	22
Number of students tested	35	24	22	23	23
4. Special Education Students					
% meets plus % exceeds	85	79	90	57	66
% exceeds	26	18	20	9	7
Number of students tested	19	28	20	23	29
5. English Language Learner Students					
% meets plus % exceeds	92	82	53	36	58
% exceeds	26	36	12	7	17
Number of students tested	38	22	17	14	12
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	98	98	96	95	93
% exceeds	56	56	45	36	41
Number of students tested	157	180	164	173	153
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	2	2	5	2	2
Percent of students alternatively assessed	1	1	3	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	98	97	94	89	87
% exceeds	56	50	38	34	32
Number of students tested	66	72	77	64	63
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	6	3	7	6	4
3. Hispanic or Latino Students					
% meets plus % exceeds	93	100	91	92	86
% exceeds	41	74	18	27	45
Number of students tested	27	23	22	26	22
4. Special Education Students					
% meets plus % exceeds	86	96	83	79	88
% exceeds	62	64	43	45	35
Number of students tested	21	25	30	29	17
5. English Language Learner Students					
% meets plus % exceeds	100	95	100	88	55
% exceeds	67	60	14	19	18
Number of students tested	18	20	14	16	11
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	90	91	87	82	84
% exceeds	45	48	32	23	29
Number of students tested	157	180	164	173	153
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	2	2	5	2	2
Percent of students alternatively assessed	1	1	3	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	88	82	79	66	76
% exceeds	35	35	25	13	21
Number of students tested	66	72	77	64	63
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	6	3	7	6	4
3. Hispanic or Latino Students					
% meets plus % exceeds	85	100	77	77	86
% exceeds	33	57	18	15	27
Number of students tested	27	23	22	26	22
4. Special Education Students					
% meets plus % exceeds	86	96	73	69	71
% exceeds	43	52	17	3	12
Number of students tested	21	25	30	29	17
5. English Language Learner Students					
% meets plus % exceeds	83	75	50	25	55
% exceeds	22	35	14	13	27
Number of students tested	18	20	14	16	11
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	97	94	98	96	98
% exceeds	36	47	38	31	33
Number of students tested	180	158	164	157	150
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	5	2	3	12
Percent of students alternatively assessed	1	3	1	2	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	96	91	97	94	100
% exceeds	27	46	34	25	30
Number of students tested	78	70	58	67	47
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	3	6	5	5	8
3. Hispanic or Latino Students					
% meets plus % exceeds	97	90	96	95	100
% exceeds	31	33	29	14	6
Number of students tested	35	21	24	22	16
4. Special Education Students					
% meets plus % exceeds	96	82	88	90	93
% exceeds	33	36	32	33	26
Number of students tested	27	28	25	21	27
5. English Language Learner Students					
% meets plus % exceeds	94	85	100		
% exceeds	17	46	13		
Number of students tested	18	13	15	9	9
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					
ELL students were tested with IMAGE assessment in the 2006-2007 school year.					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Pearson/Harcourt

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% meets plus % exceeds	93	93	90	85	85
% exceeds	36	44	30	31	36
Number of students tested	180	158	164	157	150
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	5	2	3	12
Percent of students alternatively assessed	1	3	1	2	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	88	90	81	76	74
% exceeds	24	43	21	13	17
Number of students tested	78	70	58	67	47
2. African American Students					
% meets plus % exceeds					
% exceeds					
Number of students tested	3	6	5	5	8
3. Hispanic or Latino Students					
% meets plus % exceeds	97	100	96	82	94
% exceeds	23	33	21	36	38
Number of students tested	35	21	24	22	16
4. Special Education Students					
% meets plus % exceeds	85	75	64	57	59
% exceeds	30	14	8	33	26
Number of students tested	27	28	25	21	27
5. English Language Learner Students					
% meets plus % exceeds	78	77	40		
% exceeds	11	23	0		
Number of students tested	18	13	15	9	9
6.					
% meets plus % exceeds					
% exceeds					
Number of students tested					
NOTES:					
ELL students were assessed using IMAGE instead of ISAT in the 2006-2007 school year.					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% meets plust % exceeds	97	96	97	94	96
% exceeds	52	53	49	43	45
Number of students tested	514	501	499	491	467
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	4	10	9	10	16
Percent of students alternatively assessed	1	2	1	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plust % exceeds	97	93	95	89	93
% exceeds	45	48	42	37	36
Number of students tested	224	213	203	197	168
2. African American Students					
% meets plust % exceeds	91	82	88	93	95
% exceeds	8	23	23	25	35
Number of students tested	12	17	17	16	20
3. Hispanic or Latino Students					
% meets plust % exceeds	96	95	94	88	93
% exceeds	45	52	33	29	39
Number of students tested	97	68	68	71	61
4. Special Education Students					
% meets plust % exceeds	92	88	89	81	91
% exceeds	50	43	39	36	42
Number of students tested	67	81	75	73	73
5. English Language Learner Students					
% meets plust % exceeds	98	91	95	74	81
% exceeds	51	52	30	25	12
Number of students tested	74	55	46	39	32
6.					
% meets plust % exceeds	0	0	0	0	0
% exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% meets plus % exceeds	92	90	89	84	84
% exceeds	40	41	32	25	29
Number of students tested	514	501	499	491	467
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	4	10	9	10	16
Percent of students alternatively assessed	1	2	1	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% meets plus % exceeds	87	84	81	74	73
% exceeds	23	31	21	13	16
Number of students tested	224	213	203	197	168
2. African American Students					
% meets plus % exceeds	66	70	88	81	70
% exceeds	16	35	17	18	15
Number of students tested	12	17	17	16	20
3. Hispanic or Latino Students					
% meets plus % exceeds	90	92	85	78	83
% exceeds	28	36	24	23	28
Number of students tested	97	68	68	71	61
4. Special Education Students					
% meets plus % exceeds	85	82	74	61	64
% exceeds	32	27	14	13	15
Number of students tested	67	81	75	73	73
5. English Language Learner Students					
% meets plus % exceeds	86	78	47	33	62
% exceeds	21	32	8	7	34
Number of students tested	74	55	46	39	32
6.					
% meets plus % exceeds	0	0	0	0	0
% exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL11