

PART I - ELIGIBILITY CERTIFICATION

12IL12

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 14 Elementary schools (includes K-8)
 (per district designation): 7 Middle/Junior high schools
4 High schools
3 K-12 schools
28 Total schools in district
2. District per-pupil expenditure: 6691

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 9
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	46	46	92		7	0	0	0
1	39	36	75		8	0	0	0
2	36	33	69		9	0	0	0
3	37	31	68		10	0	0	0
4	40	42	82		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								386

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
42 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
36 % White
12 % 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: 15%

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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1, 2010	373
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 4%
 Total number of ELL students in the school: 17
 Number of non-English languages represented: 9
 Specify non-English languages:

Sinhalese, Vietnamese, Hindi, Gujarati, Spanish, Mandarin, Telugu, Bengali, Urdu,

9. Percent of students eligible for free/reduced-priced meals: 75%

Total number of students who qualify: 289

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: 23%

Total number of students served: 90

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>61</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>37</u>	<u>0</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: 23:1

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%	95%	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? Before 2007

PART III - SUMMARY

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Charter Oak Primary School, located in Peoria, Illinois, is a Kindergarten through fourth grade school. Charter Oak is one of 28 schools in the District 150 Peoria Public Schools system. The mission of the school is “Charter Oak School...dedicated to providing a solid foundation for life-long educational and social success to a diverse population of learners.” Building a solid educational foundation for life-long learning and helping students to learn and practice appropriate social and behavioral skills are the primary goals of the staff.

Charter Oak is located in a residential area on the outskirts of the city. The area is experiencing both residential and commercial growth. Most of the students are bused to school from nearby subdivisions, some of which are low-income areas and some are upper middle class areas. One bus brings students from a housing project located in the inner city.

The current enrollment of Charter Oak is 386 students. The student population is very diverse both racially and economically. The student body is 36 percent White, 42 percent Black, 4 percent Hispanic, 12 percent Multiracial and 6 percent Asian/Pacific Islander. Seventy-Five (75) percent of the student population is low income.

The school has a strong Parent-Teacher Club (PTC) that meets monthly and provides regular activities for both students and families, i.e., Ice Cream Social, Book Fair, Student Showcase Night, School Carnival, etc., throughout the year. In addition, the PTC provides additional funds for educational materials, Accelerator Reader books, technology, and equipment that is used to supplement the district budget.

The teaching staff is highly qualified, with most teachers having their Masters degree plus additional courses. There is little turnover in the teaching staff. At Charter Oak Primary School, our teachers at each grade level make instructional decisions based on multiple school-wide student assessments. The current Master Schedule allows for each grade level to meet for two forty-five minute periods to review and discuss instructional assessment data. Discussion from these meetings foster the decisions that are made at each grade level regarding current instructional practices and changes that need to be made at the classroom level.

There is an active Universal Leadership Team, comprised of teachers and support staff in the building who provide teachers and parents with ideas and suggested strategies to use with students who are not progressing in the classroom due to academic and/or behavioral problems. In addition, The Universal Leadership Team also reviews and amends the school's improvement plan. There is an Interventionist who provides diagnostic assistance and staff development to teachers in reading and math. There is a speech pathologist who provides diagnostic and direct therapy for students with speech and language concerns. Title I tutors provide individualized help to students needing academic support.

Students with disabilities are fully included in the regular education program. A regular and special education teacher are paired at each grade level to team-teach and to meet the IEP goals of students with disabilities in an inclusion classroom. Flexible grouping is used to provide identified gifted students with enrichment activities to promote higher order thinking and learning opportunities. Our teachers successfully accommodate students with a wide range of academic achievement levels.

1. Assessment Results:

Results from our data indicated that the students in the disaggregated subgroups at Charter Oak achieved significantly higher than did students from either the district or the state. More of our students met or exceeded state standards than did students at the district or state in reading and math. Fewer of our students failed to meet state standards than did students at the district or state in reading and math. Increases in the number of students performing at the exceed level were significantly higher than students in the district and statewide. Charter Oak students were more likely to move into the "meets" and/or "exceeds" category than students district and statewide. (See school, subgroup and state assessment data recorded on the "State Criterion-Referenced Tests" tables at the end of this application.)

The Illinois Standards Achievement Test (ISAT) is used to determine how students throughout the state are progressing toward the achievement of the Illinois Learning Standards. Currently, the percentage of student proficiency is 92.5% meeting/exceeding in order for an Illinois school to make (AYP) Annual Yearly Progress. Since ISAT is the primary test used to assess achievement of students at Charter Oak Primary School, this assessment data is carefully and thoroughly analyzed and compared to previous years' ISAT data by our school's Universal Leadership Team. This team consists of teachers, a parent, and the principal. They determine what subject (reading, math, etc.) and their associated components are showing improvement or lack of improvement. Subgroup data is also analyzed by subject and their associated components to determine how each subgroup is progressing toward meeting and/or exceeding state standards. The data is graphed to better visualize trends.

ISAT scores of all students at Charter Oak Primary School continue to improve from year to year in comparison to the scores of all students of both the district and the state. The results of the analysis indicated that every year our test scores continued to improve.

Analysis of the 2006 through 2011 ISAT data indicates that improved achievement in reading has been made. The percentage of Charter Oak students meeting or exceeding state standards in reading has increased from 80.9% in 2006 to 94.4% in 2011 as measured by the ISAT.

Analysis of the 2006 through 2011 ISAT data indicates that improved achievement in math has been made. The percentage of Charter Oak students meeting or exceeding state standards in math has increased from 87.6% in 2006 to 98.4% in 2011 as measured by the ISAT.

2. Using Assessment Results:

Student performance is reported to the public in the form of a School Report Card. Every school district in Illinois is provided a School Report Card by the Illinois State Board of Education (ISBE). The School Report Card provides budgetary, teacher, attendance, class size, student demographic, and ISAT achievement test data for the particular grade level at which the test was administered. The student achievement data is reported by school, district, and state so that one is able to compare how the students at our school did in comparison to other students in the district and the state at that particular grade level. The School Report Card for every school district is put on the ISBE website, where anyone can access the assessment data. The School Report Cards for each school within our district can be accessed from the District 150's website as well as from our school's website. Results of the ISAT assessment data are reported to parents through the Principal's Newsletter. The data and trends are shared with parents through the Newsletter. When the ISAT data is obtained before Back-to-School Night, a summary of the ISAT data is presented to parents.

The analyzed data is also shared with the entire faculty. Subject areas and their components that are not showing improvement are noted and a discussion occurs to determine what factors might account for the

change and what instructional strategies, materials, and/or staff development activities need to be defined and implemented, bought, or put into place in order to improve student achievement. Specific interventions, instructional strategies, instructional materials, and/or staff development activities that are warranted and within our control are discussed and written as goals of our proposed School Improvement Plan for the current or following year, depending upon when the test results are obtained.

In addition to the School Report Card, the parents of each student who took the ISAT receive an individual results report for their student. The report indicates how their student did on each of the tests. Specific scores are provided to parents so that they know whether their student met/exceeded or failed to meet state standards. Parents are able to share this data with their student. Teachers and the Principal share general grade level data with students and celebrate successes and improvements.

The School Report Cards are published in the local paper and distributed throughout the community. The ISAT assessment scores for every school are listed in a Sunday edition of the Peoria Journal Star newspaper after they have been reported to the school board. Any parent or community member can request and be given a printed copy of the School Report Card.

3. Sharing Lessons Learned:

The mere nomination of Charter Oak Primary School as a No Child Left Behind Blue Ribbon School for the second time is an incredible honor! The faculty and staff have had preliminary discussions and will have further ones defining exactly what it is that accounts for the increased student achievement. We plan to be prepared for requested presentations if we are honored to be selected as a No Child Left Behind Blue Ribbon School. We will also share our successes through inviting others to visit our school and observe what we are doing. We will be prepared to visit, as well as open our doors to other schools wanting to know how to improve their own student achievement. Our district's public relations department has and will continue to work closely with us to promote our successes.

4. Engaging Families and Communities:

A positive attitude of families and teachers toward learning are consistently related to children's academic success. Every effort is made to involve parents in the education of our students. Parents are encouraged to attend Parent-Teacher Conferences, volunteer at school in such activities as tutoring, working in the library, etc., come to the P.T.C. sponsored events and attend Universal Leadership Team Parent Meetings. In addition to always being welcome, parents are regularly made aware of community organizations and businesses that provide programs and activities for their child. Community programs offered and encouraged through our Adopt-a-School Partner are communicated through the Principal's and Teacher's Newsletters.

1. Curriculum:

Charter Oak Primary School offers a comprehensive language arts instructional program that is aligned with the Illinois Learning Standards. The core curriculum objectives, guides, and instructional materials are determined by the district at large and implemented at the building level based upon the needs of our students. The language arts curriculum integrates phonemic awareness, phonics instruction, reading instruction, writing instruction, and spelling. The particular reading series used is the SRA Reading Mastery/Open Court, which is an integrated language arts program. Systematic phonemic awareness instruction is provided along with explicit phonic instruction utilizing the SRA Reading Mastery/Open Court Series and Michael Heggerty in Kindergarten through third grade.

Writing instruction is integrated with reading instruction. A school-wide developmental writing process has been implemented which identifies the specific writing skills to be taught at each grade level.

The math curriculum objectives are aligned with the Illinois Learning Standards and organized on a quarterly plan for instructional purposes. MacMillan/McGraw-Hill publishes the math series used. The primary driving force behind math instruction is the ongoing PRIME Math Project that utilizes Investigations math series. PRIME was first established as a federally funded partnership between District 150 and Illinois State University. Additional math materials utilized in the classrooms include Calendar Math, Daily Oral Math, and other teacher sourced materials.

The science and social studies curriculum objectives are also aligned with Illinois Learning Standards. Houghton Mifflin Harcourt publishes Science Fusion, the science instructional materials that are used. Teachers supplement social studies texts with Weekly Readers, library sourced resources, and others. All students receive an additional science class that provides strictly hands-on experiments each week from our science teacher.

Flexible grouping is used to meet the varied needs of our students. Gifted units are offered to enrich students identified as gifted at each grade level. Individualized instruction is provided to students who need additional interventions through the use of peer tutoring, trained adult volunteer tutoring, and regrouping activities. Technology is employed using Compass Learning and numerous other programs. A technology/computers period is offered weekly for grades K-4.

The NWEA and DIBELS Next assessment program is used to assess individual learning patterns in reading and math. Analysis of this assessment data is used to make instructional decisions for flexible grouping and individualized instruction.

2. Reading/English:

The Charter Oak reading curriculum is based on classroom instruction around the five elements of a scientifically based reading program – phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading curriculum objectives are aligned to state learning standards and are explicitly taught.

The language arts series used is the SRA Reading Mastery/Open Court series, which integrates reading, writing, spelling, and language. The series is supplemented with Michael Heggerty, 95% instruction, Accelerated Reader, and Compass Learning. Teachers implement vocabulary development, skills lessons, guided practice, independent reading with leveled books, and literature, as well as hands-on activities to develop strong reading skills. Practice at home and parental involvement is a vital part of the reading program. Students who require additional support receive tutoring according to need. There is an Interventionist who provides diagnostic support, training for tutors, and staff development.

3. Mathematics:

The Charter Oak math curriculum is based on classroom instruction using objectives that are aligned with the state standards and research based methods that have been learned by the teachers through the PRIME Project, which was a federally funded math program. The MacMillan/McGraw-Hill math series is used in conjunction with problem-solving PRIME strategies as designed by the Investigations math series. Essential skills are addressed through presenting quality tasks, teacher-facilitated questioning, and modeling. Students are provided the essential skills, i.e., number sense, geometry, measurement, etc. and knowledge they need to function at higher levels.

The staff utilizes three basic components – extended questioning techniques, activity-based tasks, and active student engagement. Teachers promote higher order thinking and address different learning styles through the use of extended questioning. They promote active student engagement through the use of cooperative groups, manipulative objects, timed tests, and real life experiences with such things as money, time and measurement. Small group activities, used to promote cooperative learning and social interaction, are as important as individual work. Students are engaged in problem solving and encouraged to verbalize and share their different strategies and solutions. The extensive use of real-life problem solving situations for life-long applications is directly related to our school's mission statement.

4. Additional Curriculum Area:

In addition to the core Reading and Math, Charter Oak Primary School also offers the following: Art, Music, Computer /Technology, Physical Education, Orchestra and Spanish. Since research states the importance of teaching all disciplines, having the opportunity and the privilege to teach to the "whole" child, we are able to truly expand on all the gifts and talents that each child has as well as broaden their knowledge base.

Our Science Fusion curriculum is taught within the regular classroom and is enhanced with the use of hands-on experiments that are taught by our Science/Technology teacher and aligned with what is taught in the regular classroom. In addition to the hands-on experiments, each child has the opportunity to further their engagement with the on-line content. Examples include: experiments, games, videos, etc.

Our Social Studies curriculum is separated by multi-disciplinary themes that are aligned with our Open Court Reading curriculum. In addition, teachers also encourage their students to engage in research projects that are directly related to what theme is currently being taught.

Physical Education at Charter Oak has many facets. From our Mileage Club to our various fitness activities, our students are taught the importance of life-long fitness and why it is so important in maintaining a healthy life.

5. Instructional Methods:

The following are different instructional methods used by our school to improve student learning. In reading, phonemic awareness is used to develop children's knowledge of sounds, rhyme, blends, letters and words. Explicit phonics instruction is used to promote word attack skills. Timed reading is used to increase fluency. Guided reading, partner reading, and self-selected reading are used to meet individual needs and promote optimal growth in reading. Thinking Maps are used to increase students' thinking ability and over-all use of language.

Mathematical investigations are used to engage students and to increase the comprehension of math concepts. Hands-on methods are used for math instruction that encourage children to work at their own developmental pace and increase their level of thinking.

Other instructional methods used across subjects include questioning skills that are used to promote higher thinking processes. Teaching methods that provide for visual, auditory, and tactile input are used to

address the various learning styles of our students. Authentic assessments, as well as traditional and standardized assessments, are used to measure student progress. Instruction is integrated across the curriculum so that students can make connections.

6. Professional Development:

The professional development program at Charter Oak is aligned with Illinois State requirements for improving student achievement and is determined by the analysis of data from the state test, the Illinois Standards Achievement Test (ISAT). Data from the ISAT is disaggregated and analyzed by subgroup. The data analysis data is used to develop our Rising Star School Improvement Plan, which outlines staff development activities centered on identified areas of needed improvement. District staff developers, outside consultants, and our own teachers provide staff development.

Targeted staff development activities of recent years have focused on geometry, measurement, basic facts, and open-ended response problems in math; word attack skills and vocabulary in reading; and the element of support in writing. The impact of staff targeted development in these areas has had the effect of increasing ISAT scores. This year's staff development activities are being concentrated on comprehension and making inferences in reading; the elements of focus and support in writing; and measurement in math.

Within each of the three content areas mentioned above, there are a variety of activities to address the various goals. Grade level expectations are designed within each area to build solid, sequential cognitive development in reading, math and writing.

7. School Leadership:

Charter Oak Primary School consists of grades Kindergarten through 4th grade. The Principal serves as the Instructional Leader of the building and his leadership style is collaborative and inclusive. The school has an established Leadership Team consisting of the Grade Level Representatives, the Principal and the Interventionist. The Grade Level representatives communicate with the Leadership Team on a monthly basis regarding the progress of individual student data and instructional challenges if the need arises.

Each grade level meets twice a week; one data meeting and one operational meeting. Most data driven instructional decisions are made at the grade level, however when needed, information from these grade level meetings is presented at the monthly Leadership Meeting. If changes need to be made at the core instruction, the Leadership Team first reviews student data and gives feedback to the individual grade level before any major decision is made. Additional information from the Principal's walkthroughs are also used to determine school-wide instructional improvements.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISAT

Edition/Publication Year: 2012

Publisher: Pearson Education, Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	92	96	97	91
Exceeds	83	42	43	68	60
Number of students tested	80	66	72	75	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	98	92	95	97	83
Exceeds	73	26	24	55	39
Number of students tested	41	38	38	33	36
2. African American Students					
Meets and Exceeds	97	86	92	97	92
Exceeds	72	21	16	54	46
Number of students tested	32	29	37	37	37
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	90	88	100	95	77
Exceeds	90	13	29	52	39
Number of students tested	10	24	14	21	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	100	97	100	97	89
Exceeds	90	53	76	82	69
Number of students tested	30	30	29	34	35
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ISAT

Edition/Publication Year: 2012

Publisher: Pearson Education, Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	80	88	87	87
Exceeds	59	33	29	41	39
Number of students tested	80	66	72	75	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	93	74	76	79	75
Exceeds	49	16	11	27	17
Number of students tested	41	38	38	33	36
2. African American Students					
Meets and Exceeds	91	69	78	84	84
Exceeds	41	10	11	32	22
Number of students tested	32	29	37	37	37
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	90	63	71	76	77
Exceeds	50	8	21	29	15
Number of students tested	10	24	14	21	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	97	90	97	88	89
Exceeds	67	50	52	56	49
Number of students tested	30	30	29	34	35
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ISAT

Edition/Publication Year: 2012

Publisher: Pearson Education, Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	84	93	87	88
Exceeds	29	33	40	28	29
Number of students tested	68	69	73	82	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	97	75	89	76	82
Exceeds	21	18	25	7	18
Number of students tested	38	40	36	42	28
2. African American Students					
Meets and Exceeds	97	76	87	81	83
Exceeds	10	13	19	11	10
Number of students tested	29	38	37	37	29
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	95	83	93	80	83
Exceeds	16	25	33	20	17
Number of students tested	19	12	15	15	12
5. English Language Learner Students					
Meets and Exceeds	100	96	100	90	90
Exceeds	39	60	66	34	53
Number of students tested	26	25	32	38	30
6. White					
Meets and Exceeds	100	96	100	90	90
Exceeds	39	60	66	34	53
Number of students tested	26	25	32	28	30
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ISAT

Edition/Publication Year: 2012

Publisher: Pearson Education, Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	90	82	88	80	77
Exceeds	40	31	47	32	25
Number of students tested	68	68	73	81	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	84	70	81	74	64
Exceeds	24	23	31	19	11
Number of students tested	38	40	36	42	28
2. African American Students					
Meets and Exceeds	79	74	81	76	66
Exceeds	21	8	38	19	0
Number of students tested	29	38	37	37	29
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	84	75	73	80	58
Exceeds	26	25	40	27	0
Number of students tested	19	12	15	15	12
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	100	96	94	81	83
Exceeds	62	64	59	38	43
Number of students tested	26	25	32	37	30
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	87	94	91	89
Exceeds	58	37	41	47	45
Number of students tested	148	135	145	157	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	97	83	92	85	82
Exceeds	47	21	24	28	29
Number of students tested	79	78	74	75	64
2. African American Students					
Meets and Exceeds	97	80	89	89	88
Exceeds	42	16	17	32	30
Number of students tested	61	67	74	74	66
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	93	86	96	88	79
Exceeds	41	17	31	38	28
Number of students tested	29	36	29	36	25
5. English Language Learner Students					
Meets and Exceeds	100	96	100	90	90
Exceeds	39	60	66	34	53
Number of students tested	26	25	32	38	30
6. White					
Meets and Exceeds	100	96	100	93	89
Exceeds	66	56	70	60	61
Number of students tested	56	55	61	62	65
NOTES:					

12IL12

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	92	81	88	83	82
Exceeds	50	31	38	36	32
Number of students tested	148	134	145	156	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	88	71	78	76	70
Exceeds	36	19	20	22	14
Number of students tested	79	78	74	75	64
2. African American Students					
Meets and Exceeds	85	71	79	80	76
Exceeds	31	8	24	25	12
Number of students tested	61	67	74	74	66
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	86	67	72	77	67
Exceeds	34	13	30	28	7
Number of students tested	29	36	29	36	25
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Meets and Exceeds	98	92	95	84	86
Exceeds	64	56	55	46	46
Number of students tested	56	55	61	71	65
NOTES:					

12IL12