

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Ms. Shelly R. Logston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Cambridge Elementary School
(As it should appear in the official records)

School Mailing Address 312 S. West St.
(If address is P.O. Box, also include street address)

Cambridge IL 61238-1430
City State Zip Code+4 (9 digits total)

County Henry State School Code Number* 28-037-227-026

Telephone (309) 937-2028 Fax (309) 937-5219

Website/URL cambridge.il.schoolwebpages.com E-mail slogston@district227.org

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

(Principal's Signature) Date 2/07/06

Name of Superintendent* Mr. Steven Fink
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cambridge CUSD 227 Tel. (309)937-2144

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

(Superintendent's Signature) Date 2/07/06

Name of School Board
President/Chairperson Mr. Kenneth R. Krueger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 2/07/06

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$4831
 Average State Per Pupil Expenditure: \$5216

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	18	22	40	7			
K	17	20	37	8			
1	16	8	24	9			
2	11	14	25	10			
3	17	14	31	11			
4	15	7	22	12			
5	15	21	36	Other			
6	14	16	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							245

6. Racial/ethnic composition of the students in the school:
- | |
|-------------------------------------------|
| <u>96</u> % White |
| <u>1</u> % Black or African American |
| <u>1</u> % Hispanic or Latino |
| <u>1</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 9 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	244
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

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

Number of languages represented: 0

Specify languages: _____

9. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 84

10. Students receiving special education services: 11 %
28 Total Number of Students Served

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability

Emotional Disturbance 28 Speech or Language Impairment
 Hearing Impairment Traumatic Brain Injury
 3 Mental Retardation Visual Impairment Including Blindness
 Multiple Disabilities

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 14 </u>	<u> </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 7 </u>
Paraprofessionals	<u> 3 </u>	<u> 1 </u>
Support staff	<u> 7 </u>	<u> 2 </u>
Total number	<u> 29 </u>	<u> 10 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	95%	96%	97%	94%	95%
Teacher turnover rate	7%	3%	0%	3%	3%

PART III - SUMMARY

The community of Cambridge prides itself on its schools. Cambridge Elementary School is one of two schools located in Cambridge, Illinois, the Henry County Seat. Cambridge has a population of slightly over 2,000 with little industrial base. This is a small agricultural based community. The mission of Cambridge Elementary School is to use all available school and community resources to provide opportunities for every student to develop toward their potential as well rounded individuals, as productive members of society, and as life long learners by providing diverse and challenging educational experiences. The schools are the heart, soul, and pride of Cambridge and the community rallies around our schools to support them in every way possible.

Our families are an important component in the successful education of our students. We offer several programs to our families before their children ever set foot in our school alone. Our Beginning at Home program provides a fresh, warm pie, books, toys and developmental information along with a smiling mother with experience raising three children of her own, in addition to her credentials in child development. She gives her home phone number to any new parent so they always have someone just a phone call away. The coordinator schedules monthly home visits with new parents, provides a link to research, and ideas for questions new parents might face. Monthly parenting meetings with guest speakers ranging from pediatricians to storytellers are provided. Our Bright Beginnings program provides toddlers from 18 months up with the opportunity to come to the school with their parents or daycare providers to provide socialization opportunities with other children. We have a Drop In Day. Families come and interact in the room taking part in all the activities our centers provide. CoffeeTalk is another component of Bright Beginnings. During this time, parents come together to share ideas and talk about parenting. The third day is Class Day where parents learn how to better interact with their children to provide them with needed readiness skills needed to enter preschool. We offer a PreKindergarten program for three to five year old children. This is the child's first experience alone at our school and they come in already being familiar with the school. The children are not fearful, but excited and ready to learn everyday.

Our district has continued to provide a well rounded education for all children despite financial constraints. We have highly qualified teachers in all areas including art, music, p.e., library, band and technology. In addition to these programs, we offer a wide variety of support programs to assist struggling students including title reading and math teachers and aides and special education teachers. We utilize the Flexible Service Delivery Model for children falling behind. We are in the Henry Stark Cooperative which provides special education teachers, speech therapists, psychologists, social workers, physical therapists and occupational therapists to our school. Four years ago we implemented a bullying prevention program which has made a significant life changing impact on our school. We find we spend significantly less time on discipline and playground issues. This program allows us to spend more time to teach curriculum. We offer an after school program for children needing extra assistance and also provide summer programs for students needing additional educational support.

Cambridge Staff is second to none. We have had five teachers receive the Master Teacher Award throughout the years. Many of our teachers have been nominated for countless other awards. Our staff works well as a team. They are masters at the art of teaching and continue their own learning through various professional development opportunities and journal reading. Our staff rallies around one another and supports one another in all endeavors. Our support staff are a group of energetic professionals instrumental in the success of the school. The respect shown to all who enter our doors is evidence of the quality staff we have at Cambridge. We are honored to be a part of this school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Cambridge Elementary School participates in the Illinois State Assessment Program (ISAT). The state recognizes four levels of achievement-exceeds, meets, below and academic warning. The state goal for all students is to score within the meets or exceeds categories in all testing areas. The criteria for these categories are determined by the state of Illinois.

Cambridge Elementary students in third and fifth grade have consistently met or exceeded Illinois' state expectations in both Math and Reading. Our curriculum has been aligned with the Illinois Learning Standards to help promote success on ISAT testing. We continue to utilize our own unique grade level units while incorporating state standards. We are continually analyzing these units of study to provide students with the most up to date information possible.

The Illinois Snapshot of Early Literacy (ISEL) is given to all students in Kindergarten and First grade. This test serves many purposes. It provides teachers with an assessment tool to be used at this early age for the purpose of customizing instruction and provides feedback about children needing additional support. We are also able to compare students within the state.

Cambridge Elementary School utilizes a variety of assessment tools throughout the course of the year to insure students are learning necessary skills. The Iowa Test of Basic Skills provides us with information in the areas of vocabulary, comprehension, spelling, capitalization, punctuation, usage and expression, math concepts, data interpretation, Social Studies, Science, maps and reference materials. These scores are presented in grade equivalents, standard scores, national stanines and percentile ranks.

The Language Arts series used by our school provides unique opportunities for insight into student learning. The themed tests cover all skills taught during the theme. The integrated theme test involves written response and open ended questions. These tests force students to think beyond the information the story has provided them. It asks them to use their experiences in life and their feelings and opinions to answer questions. Teachers also "test" student knowledge based on units. Students are frequently asked to use a hands on approach to assessment. Students make biomes, are involved in a science fair where students are asked to hypothesize, test and form conclusions based on the outcome of an experiment or demonstration they create. They present their findings in front of a crowded gymnasium. Projects are judged and prizes awarded. Many student projects are placed on display for the community to share. Cambridge Elementary School staff realizes that everyone learns differently and gives opportunities to reward learning in every modality.

Cambridge Elementary School staff use various assessments to drive future learning. Every homework assignment, classroom activity, journal entry, project, test and discussion provides staff with information needed to direct the learning process.

2. **Using Assessment Results:** ISAT test scores are disaggregated by grade level and individual student and are analyzed to identify needed areas for improvement. Teacher meetings offer the entire staff the opportunity to glean needed information on individual students in order to provide additional services as needed. These scores are the benchmarks used to determine building improvement goals for our entire school. Once targeted areas have been identified, concentration on these areas begins. Over the past years, we have been able to focus our efforts on continuing to keep children in the meets and exceeds areas. We continue to grow as a staff and have made efforts to integrate

technology to provide students with additional instructional time while using technology. All areas of curriculum focus on the areas being taught in the classroom. For instance, our librarian, who is a certified teacher, remains in close, weekly contact with classroom teachers to help them select books relating to current topics in class and assists teachers in teaching the reference skills needed for the success of the units. We all work closely together as a team. Our School Improvement Team meets frequently over the summer to provide a map for the upcoming school year based on the previous year's testing on ISAT, ITBS and ISEL. We also use these assessment results to assist us in determining future students for the gifted program and College for Kids (an optional summer program for high performing students provided at a local community college). ISAT is used as a part of the identification process for student eligibility in the Title Math and Title Reading programs.

3. **Communicating Assessment Results:** The level of communication between parents and teachers is second to none. There are various ways in which staff communicates results to parents and the community. Test scores are provided to parents as soon as results are returned. For ITBS, individual parent information sheets explaining in detail strengths and needs of their child are reviewed at Parent Teacher Conferences. ISAT scores are presented to parents through a parent result information sheet and discussed with teachers if parents have any questions. Communication of overall results of our school is excellent. We provide a monthly district newsletter to all parents and many community members. In this newsletter, upcoming events, results of testing, informational items and parenting suggestions on topics such as helping children with homework are discussed. We also have a district website where district results are posted. Each teacher has their own website where parents can gain information on current events within each classroom. Parents and teachers speak frequently on the phone or in person as needed. We utilize assignment books and parents sign the books nightly. Teachers may write notes to parents as needed and be sure those notes are getting home. Weekly progress reports are sent to parents upon request. Yearly every district in the state provides a school and district report card to each and every family. The state also has its own website and all assessment information on the district and the state can be found at the click of a mouse. Our community receives information about our schools from The Cambridge Chronicle, a community newspaper. This information includes the school report card and assessment results. The Chronicle provides weekly informational items as well as pictures and articles about student events.
4. **Sharing Success:** Our district is in a consortium with eight other small districts in the area. Cambridge was one of the founding members of this organization that originally started with three small districts. Teachers from each district meet and share their expertise with other teachers within the consortium. Teachers are paid to attend these after school meetings. Teachers from all districts take turns in sharing information on a wide variety of topics that have been researched and proven to be effective instructional techniques in promoting student achievement. Our Bullying Prevention program has proven to be very effective for us and we have been able to present that program to twelve different schools within Illinois. Staff members have presented at the Illinois School Board Convention, Illinois State Kindergarten Conference and Computing Educators Conference. In previous years several teachers presented workshops at a national reading association conference and were involved in a national technology conference.

We strongly believe the Blue Ribbon Schools selected have a responsibility to share their successes with other educational entities. The Regional Office of Education has already asked our school improvement team to do a series of workshops on the things that have made our nomination for this award possible. The Henry Stark Special Education Cooperative has asked us to be involved in a five year grant program aimed at helping other districts implement Flexible Service Delivery within their district. Cambridge was the first district to implement this model in this area and we have seen wonderful growth in our own program. We plan to take our team out for school visits elsewhere and will encourage others to view our school and our Flex program. We hope to visit many other venues

where we can share our successes with others in the educational field. This nomination is an awesome honor and we plan on sharing with the nation.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Cambridge Elementary 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 and implemented at the building level based on the needs of students. The Language Arts Program we utilize is The Houghton Mifflin series and we use this same series K-6. The Language Arts curriculum integrates phonemic awareness, phonics instruction, reading instruction, writing instruction and spelling. We use the SRA spelling series in addition to our Language Arts program. The SRA series provides students with patterns for spelling and meaning of word parts and how to apply them to new words. This program offers a foundation where students do not just memorize weekly lists, but provides them with reasons why words are spelled the way they are. Second through Sixth grade teachers utilize the Mountain Math and Mountain Language Arts Series published by Blodgett, McLean. Problems are displayed on bulletin boards for the week. Each problem addresses specific skills related to Language Arts or Math. As students progress through the year skills become more difficult and are reinforced and built upon throughout the year, hence, the term “mountain.” Our math series is Scott Foresman Addison Wesley, copyright 1998. This math series is used with kindergarten through sixth grade students. At the sixth grade level, it is an introductory course to the junior high level math series. It provides reasons for students to see why it was important to learn the skills outlined in the lessons. There are countless opportunities for hands on learning. The younger students use work mats with manipulatives such as money. This series is very appealing to the students and makes learning math fun. In addition some teachers provide timed tests throughout the year so students can see the progression of speed and accuracy. At the end of every chapter there is a cumulative review. Skill progression and terminology is the same throughout the years which provides students with continuity throughout the curriculum.

The Write Approach written by Lori Gerkey is a writing series specific to Illinois. This series provides teachers with a detailed yearly plan for teaching students the skills they need to continue to grow and develop as writers. We have seen tremendous growth in all areas of writing. This writing series has helped students with extended response questions on the ISAT in both reading and math. The Writer’s Express is also used at sixth grade and, in addition to assisting writers with writing, is used with the librarian to help teach library skills such as using materials, card catalog information, and working with reference materials for the purpose of research.

Scott Foresman Science, published in 2000, is used kindergarten through sixth grade. The series covers a variety of sciences: life science, physical science and earth science. This series also comes with teacher demonstration kits where the teacher gets to share hands on learning of science concepts with the students. In addition to these kits, each unit has several hands on experiments for students to try both at school and home.

MacMillan/McGraw Hill published the Social Studies series utilized in second through sixth grade. This series depicts real life historical pictures and maps for teachers to use as a teaching tool. This series also utilizes same age students making an impact in their own communities with the things they do to maintain history. Each textbook is related to a character trait, particularly at the lower grade levels. The second grade series, for example, carries the theme of what it takes to be a good citizen by demonstrating respect, courage, freedom, honesty, justice, leadership, loyalty and responsibility.

Art, music, physical education, library and band are all a part of the district curriculum. We consider ourselves extremely lucky to still offer these programs Kindergarten through twelfth grade. We have had Visiting Artists come into our school, and, with the help of our students, we have created lasting pieces of art to be displayed within our school. Our students participate in literary contests and contests for both instrumental and vocal music throughout the year. Student artwork is displayed throughout the community and entered in contests within the state.

- 2a. **(Elementary Schools) Reading:** Our Houghton Mifflin Series is a comprehensive language arts program. This series incorporates quality literature, vocabulary development, grammar, phonemic awareness/analysis, spelling, writing skills, listening comprehension, reading comprehension and reading strategies. This program is based on current research and knowledge of the reading processes in addition to being closely aligned with state standards. Students are introduced to a novel selection followed by the classroom use of these novels as a part of the curriculum in fourth through sixth grade. Students are required to read every night. Booklists are sent home and students can check books out daily through our school library in addition to the classroom libraries. Students can read these selections or have books read to them. Every classroom teacher reads to their students every day for a minimum of ten minutes. The Title Reading program uses a supplemental reading curriculum including a leveled phonics reader with instructional skills reemphasizing the classroom instruction. Title time is additional reading time students are provided daily if they are struggling with the regular reading program. Flex and special education programs utilize the Horizons/SRA program. This teaches a comprehensive language arts program at a slower, more methodical pace. This is a very scripted, direct approach to instruct students who are experiencing reading difficulties. The Flex program takes students outside of their normal day and provides for before or after school instruction so as not to interrupt their classroom learning. This keeps them up to date on everything in the classroom but provides the boost some students need in order to be successful in their reading. The Flex program provides weekly assessments so students can chart and see their own progress.
3. **Mathematics:** Math curriculum is based on classroom instruction using objectives that are aligned with the state standards and research based methods. The sixth grade also uses a middle school math book so the transition to the junior high curriculum is very smooth. Second through sixth grade classrooms also use Mountain Math weekly to review skills. Fifth and Sixth grade students take part in Junior Achievement's Exchange City. This concentrates on everyday math such as checking accounts and business transactions. This is a two month long process and the culminating activity is a trip to Exchange City in which the students run a mock town including a bank, courthouse, snack bar, fitness center and newspaper. Title math services are available for kindergarten through sixth grade students. These services include small group lessons at the lower grade levels and co-teaching math skills at the upper grade levels with assistance on homework and teaching new concepts as well as providing extended time on tests. Our school utilizes a very hands on approach to learning math. Students are encouraged to use manipulatives whenever possible to solidify the concepts before their very eyes. Everyday Math and Calendar Math are used at the lower levels to review and encourage math skills. Fourth grade uses a Bank at School program with the local bank teaching math life skills and providing opportunities for children to put money into their savings accounts. A summer program is offered for students struggling in math and needing to reinforce math skills.
4. **Instructional Methods:** Instructional methods are wide and varying depending on what each individual child needs to be successful. Some methods include direct instruction in reading comprehension, spelling, decoding, reasoning and writing. Small groups within and outside of the classroom provide more individualized instruction along with direct interactive teaching. We also have parent, grandparent and high school volunteers who come into the classrooms and work individually with students on areas in need of improvement. Staff members do a lot of interactive teaching and team teaching with other staff members within our school. Students do cooperative

learning activities together on a daily basis to provide for added social interaction and the opportunity to learn from one another. We utilize technology to enhance and reinforce our curriculum in all areas. We have a very unique community in which all community members are stakeholders in these students' education. They provide unique learning opportunities for our children with field trips to their businesses and as guest speakers in our classrooms. Our Bright Beginnings and Beginning at Home programs help model parenting skills in order to provide infants and toddlers with needed skills to be successful in prekindergarten and beyond. Frequent parent meetings provide parents with ideas and suggestions for improving learning opportunities at home. We offer an after school program for additional instructional help on an as needed basis. Our summer program offers curriculum that focuses on math and reading. This program meets all summer long to provide continual progressive learning. In essence, Cambridge Elementary School prides itself on doing whatever it takes to get and keep students learning.

5. **Professional Development:** Opportunities for professional development are never denied. Teachers are able to choose professional development activities through a wide variety of agencies with the sole purpose of providing research based instruction to students. These opportunities are offered at local institutes and multi-district institutes. The Regional Office of Education strives to provide great opportunities for furthering teacher education. Teachers attend conferences in curricular areas and bring ideas back from these conferences to share with other teachers in the building. Professional journals are routed from the media center through the staff. In addition, staff members subscribe to their own professional development journals. Professional Development is encouraged in all areas but particularly in areas designated for professional development based on our school improvement plan and needs based on assessment.

Professional development is not based solely on outside resources. We utilize our own teachers for professional development. We have frequent grade level meetings and teachers have planning time together in order to talk about grade level curriculum. In addition, teachers meet with other teachers within the school at different grade levels to talk about curriculum progression and units incorporated in learning. We meet as an entire district several times a year to give all teachers, prekindergarten through twelfth grade, the opportunity to share ideas.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year Current Year Publisher Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	April	April	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	80	62	80	78	86
% At Exceeds State Standards*	35	17	13	19	24
Number of students tested	20	29	30	32	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year Current Year Publisher Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	April	April	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	90	94	97	97	93
% At Exceeds State Standards*	45	28	30	31	30
Number of students tested	20	29	30	32	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 5 Test Illinois Standards Achievement Test

Edition/Publication Year Current Year Publisher Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	April	April	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	90	80	78	68	70
% At Exceeds State Standards*	27	33	32	22	23
Number of students tested	30	36	41	41	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 5 Test Illinois Standards Achievement Test

Edition/Publication Year Current Year Publisher Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	April	April	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	97	94	85	72	68
% At Exceeds State Standards*	10	8	7	7	4
Number of students tested	30	36	41	43	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0