

REVISED 03/07/2006

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

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

School Mailing Address 1201 North Prairie Street
(If address is P.O. Box, also include street address)

Tuscola Illinois 61953-9228
City State Zip Code+4 (9 digits total)

County Douglas State School Code Number* 11-021-3010-26

Telephone (217) 253 - 2712 Fax (217) 253 - 4851

Website/URL http://localweb.tuscola.k12.il.us/north_ward_elementary.htm E-mail arandell@tuscola.k12.il.us

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.

Ann E. Lamkey Date _____
(Principal's Signature)

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

District Name Tuscola Community Unit School District 301 Tel. (217) 253 - 4522

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. David Lietz
(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.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools 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: \$4671

 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. _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	4	13	7			
K	48	35	83	8			
1	42	37	79	9			
2	34	45	79	10			
3	46	39	85	11			
4	38	40	78	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							417

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 97 | % White |
| 0 | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 % for 04-05

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

(1) 16	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2) 18	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3) 34	Total of all transferred students [sum of rows (1) and (2)]	
(4) 385	Total number of students in the school as of October 1	
(5) .09	Total transferred students in row (3) divided by total students in row (4)	
(6) 9%	Amount in row (5) multiplied by 100	

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

Number of languages represented: 3
 Specify languages: Spanish, Mandarin Chinese, and Gujarati

9. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 80

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %
91 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>49</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>37</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: (05-06) 23

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	98%	98%	98%
Teacher turnover rate	11%	7%	7%	0%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

North Ward Elementary is part of the unit district that makes up Tuscola School District #301. A special education early childhood classroom, half -day kindergarten, and grades one through four are housed in the only elementary building in Tuscola, Illinois. There are four sections of each grade and kindergarten. In addition to this, we offer a Cross-Categorical Classroom, a Learning Disabled Resource Program, Tile Reading and Math, and Speech classes. We offer this variety of programs to help ensure that the needs of our students are met as they begin to learn. Students in grades one through four have physical education classes on Mondays, Wednesdays, and Fridays. These classes also benefit from art and music instruction, which alternates every other day.

With the completion of our new elementary building in 2002, we have been able to enhance the educational opportunities for our students by providing instruction in the computer lab and offering a wide selection of books, periodicals, and video selections in the library. To keep updated in the ever-changing field of educational technology, staff members have attended comprehensive workshops. Some of the new tools for the educational learning include learning how to use Proscopes, United Streaming, and iMovie. Being able to offer a modern, well-equipped library has greatly increased our circulation numbers at the elementary level. Last year our students read 18,982 books.

The North Ward faculty has been proactive about teaching our students appropriate social skills. Using the nominal group technique, the faculty came up with a list of behaviors that they would like students to exhibit. The behaviors were condensed and categorized into virtues. We looked at the list of virtues and decided to call the program, The North Ward Get SMART Program. Self-control, Manners, Attitude, Responsibility and being a Team player (SMART) are virtues the faculty decided to support. Using skits, role -play, and discussion, each day in the gym, the principal presents the behavior of the week. Teachers extend the discussion of the behavior in the classrooms. Teachers fill out a reward form for each child they observe demonstrating the behavior. The child brings the form to the office where they are invited to pick out a small token. Their name is posted on the Get SMART bulletin board, which is located by the main front entry. Our music teacher created a song that she teaches the students based upon the Get SMART theme. Following the pledge each day, our students recite a Kindness Pledge. This helps set the expectation for the day.

Every year every fourth grade student becomes a member of the *K-Kids Club*. The local Kiwanis Club sponsors this club. There are monthly projects the students complete that benefit the school and community. It is important to teach children to “give back.”

North Ward Elementary has a very active PTO. They facilitate fundraising activities each year to purchase playground equipment, library books, assemblies, and other enhancements for the school. They meet monthly and plan events for all parents and students.

North Ward Elementary educates the whole child to be the responsible citizen of tomorrow. We support our students emotionally as they learn and provide quality education for all students in order to challenge them to achieve their maximum potential. This is our mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results: North Ward Elementary participates in the Illinois State Achievement Test (ISAT). This test measures individual student achievement relative to the Illinois Learning Standards. Illinois teachers and curriculum experts, in cooperation with the Illinois State Board of Education, developed the tests. There are four performance levels. Level 4 is defined as Exceeds Standards which means that student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results. Level 3 is designated as Meets Standards which means that student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. Level 2 can be defined as Below Standards. Student work at this level demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. Level 1 is called Academic Warning. Student work at this level demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. In the state of Illinois third graders take the reading and math tests. Last year, fourth grade students only took the science test. Starting in 2006, fourth grade students will take the reading, math and science tests. Information on the Illinois State Achievement Test (ISAT) can be found at www.isbe.net. Once you have located this web site, click on student assessment which is located at the top of the page, and then click on ISAT which is located on the right.

For the school year 2004-05, North Ward's third graders scored very well. In reading, 40% of those students exceeded standards, 55% met standards, and 5% were below standards. In math, 44% exceeded standards, 56% met standards and no third graders scored in the below standards or academic warning level. North Ward's fourth grade students scored well on the science test. There were 4% who scored in the Academic Warning level, 4% who scored in the Below Standards level, 63% who scored at the Meets Standards level, and 28% who scored at the Exceeds Standards level. NCLB wants all students to either meet or exceed standards by 2014. North Ward students are well on their way to meeting this goal.

Not only are ISAT scores reported by grade level, but scores are disaggregated by subgroups. These subgroups are all students, female, male, American Indian, Alaskan Native, Asian, Black, Hispanic, White, Multiracial, not indicated, low income, not low income, LEP, Non-LEP, Disabled, IEP, 504, Non-Disabled, Migrant and Non-Migrant. If there are fewer than 10 students in a category, no results will be reported to protect student privacy. The subgroups that have reported scores for North Ward are all students, female, male, white, low income, and IEP for most years.

Last year North Ward Elementary also made Adequate Yearly Progress (AYP). To make this honored designation, at least 48% of third grade students must meet or exceed standards in reading and math in the ALL and each subgroup. We did. At least 95% of third and fourth graders must take the ISAT tests. We had all of our students take the test (100%). To access our 2005 School Report Card go to www.isbe.net, then click on Administrators at the top, scroll down to School District Information, click on school report card, click on report card search, type in North Ward, click on search, then click on North Ward Elementary.

Using Assessment Results: At the first faculty meeting of each school year, we evaluate a graph containing all the past year's ISAT scores for our third and fourth grade students. Using this format allows us to quickly see increases and/or decreases in the entire grade's performance over time. The teachers then meet as grade level teams and decide what to focus on for the current school year. They create action plans for their grade level based upon the testing results. These action plans become part of our school improvement plan for the year. We also look at the individual student scores to see who scored in the academic warning category or below standards category. Those students are referred to our title reading

and math teachers for possible inclusion in their programs. When we find special education students who fall into either of these lowest two categories, the special education teacher evaluates their IEP to see what modifications or changes need to be made. We follow this same process when we evaluate achievement test data. Every other year, we give students in grades one through four the Stanford Achievement Test. It is our practice to use yearly ISAT data and information gleaned every other year from the Stanford Achievement Test to create our school improvement plans. The data that helps us create our plans also help us evaluate their effectiveness that is also done on a yearly basis.

Communicating Assessment Results: We communicate the results of our student's assessment in several different ways. We hold parent/teacher conferences in October of every school year. At this time, we discuss the results of the ISAT tests with our third and fourth grade parents. Every other year we discuss the results of the Stanford with first through fourth grade parents. Our superintendent shares with results of the entire district's ISAT scores with the School Board and the local newspaper in the fall. North Ward's Illinois School Report Card is published on our school's web site as well as the state site. The state web site was referenced in the preceding Assessment Results information. The school's web site was listed on the first page of the application. The Illinois School Profile, which is located at www.isbe.net, also shares key statistics about a school with the public. Included in this information is the current year's ISAT testing data. In addition to these forums, the yearly testing results are shared with the North Ward PTO.

Sharing Success: The most effective way that the educators of North Ward Elementary share our successes with other schools is by speaking at workshops and conferences. Every fall, our Regional Office of Education sponsors a Fall Institute. Several of our teachers and the building principal have spoken about current curriculum ideas and programs. Some of our teachers have been asked to present their programs at undergraduate classes at Eastern Illinois University. We regularly work with student teachers from the University of Illinois, Eastern Illinois University, and Illinois State University.

PART V – CURRICULUM AND INSTRUCTION

Reading Curriculum: As the North Ward Elementary student progresses from kindergarten through fourth grade, certain constant characteristics will shape reading instruction. Vocabulary, phonics, fluency, comprehension, and phonemic awareness are taught, reinforced, and reviewed as the child matures into a competent reader who is able to apply reading skills across the curriculum. Teachers work closely together to align our reading curriculum with the Illinois Learning Standards. Attention is given to articulating reading instruction to avoid gaps and redundancy. Comprehension strategies are taught to the students before, during, and after they read to enable them to make meaningful connections with the text. The *Four Square* writing process is taught to students in grades one through four. Since writing cements comprehension, learning to write extended responses to questions is reinforced in all disciplines.

Math Curriculum: A traditional approach to the teaching of math is used. Both problem solving and computation skills are practiced and reinforced at each grade level. The staff incorporates visual, auditory, and kinesthetic modalities into the many methods they have found successful to teach student with a wide range of abilities. A wide variety of materials, strategies, manipulatives, computers, and hand-held devices help create the optimal learning experience for the student. At each grade level, teachers build upon the foundation of previously taught concepts. There is communication between the grade levels as to what has or has not been taught and what needs to be covered for a successful transition from one grade to the next.

As with reading, our math curriculum has been aligned with the Illinois Learning Standards.

Science Curriculum: Students in grade one through four have a consistent time set aside in the schedule for the teaching of science. Units in earth science, physical science, and life sciences are taught and reinforced by appropriate hands-on activities.

Social Studies: Students in grades three and four have a text that provides the background for teaching the history, cultures, and regions of the United States. To help students connect with the people and problems of that time, novel units are used. These novel units help history come alive as the students learn how families had to adapt and change in order to survive. Students in kindergarten through grade two use the *Scholastic News* to teach current events.

Art Curriculum: The North Ward Elementary curriculum is enhanced by a discipline based art education program for students in grades one through four. Students study art history, multi-cultural art, art criticism, aesthetics, and art production. Projects are tied into the general curriculum as often as possible. Students learn that problems can be solved correctly in many different ways. They are encouraged to express themselves, while still utilizing the basic elements and principles of design. Student created artwork is displayed with great pride in the hallways and library. Students alternate attending art and music classes every other day.

Music Curriculum: Students in grade one through four learn to identify elements and expressions of music. They learn through creative movement, use of percussion instruments, and studying folk songs. Activities done in class promote the Illinois Music Standards. Traditional music notation, rhythm and letter names are taught beginning in first grade. To combine all elements learned in previous years, fourth grade learns to play the recorder. Three public concerts are performed each year.

Physical Education Curriculum: Students in grades one through four attend physical education classes every Monday, Wednesday, and Friday. Students use various pieces of equipment that provide for a progression of physical development. Social development, fair play and a good outlook for physical activity are encouraged.

North Ward's Reading Curriculum

In 2001, we started the search for a new reading series at North Ward. As a faculty, we read and discussed current best reading practices from research. The literature that we read included Good By Round Robin, The Teacher's Guide to Four Blocks, and "Literacy Circles." Using these resources as a guide, we chose our new reading series. We chose the series, and then modified it to fit the needs of our students. For example, second grade teachers added more vocabulary words to each story. First grade added more hands-on phonics instruction to their reading schedule. Kindergarten educators enhance their curriculum

with the Building Block program. Third grade made effective use of the leveled readers that came with the program. Fourth grade added novel units to their classroom study. To individualize our reading curriculum, we have invested in the *Accelerated Reader* program. Each classroom teacher sets a nine-week goal of outside reading for his or her students. To further celebrate and promote reading, we offer a reading incentive at the end of each nine weeks. North Ward's approach to the teaching of reading succeeds because of an experienced, effective teaching staff. They know what children need to learn in order to succeed at each grade level. They work together well and share resources to meet the needs of the students reading below grade level and those who work above grade level. There are two Title 1 reading teachers who support the classroom instruction for grade one through four. First and second grade students, who need extra practice with reading, are invited to attend an after school reading program across the street at a local church. Teachers use a service delivery model to offer an eclectic approach to the teaching of reading. They base their decision of what to teach on current best practice, the children they teach, and their vast knowledge base. The key to our reading curriculum is excellent teaching.

Math Curriculum

North Ward's math program has been successful over time because of the teaching staff with its experience, efficiency of time, discipline, and expertise. There is an emphasis and use of a wide variety of materials, methods, strategies, manipulative, computers, and hand-held devices, which help, create the climate for optimal learning. There is a strong emphasis on reasoning skills as well as the use of writing skills in the math program. The staff incorporates visual, auditory, and kinesthetic modalities with the methods they have found to be successful teaching students with a wide range of abilities. There is frequent assessment for evaluation. Parents are encouraged to become partners in the learning process of their children. The staff quickly recognizes students who have difficulty with mathematical concepts and refer them to programs suitable for their needs. The Learning Disabilities and Title 1 Math programs have interaction between the classroom teachers and those helping at-risk students. At each grade level, teachers build upon the foundation of previously taught concepts. There is cooperative teaching among each grade level as well as across the grade spans. Math is incorporated across the entire academic curriculum as often as possible to help insure success with mathematics.

Instructional Methods

The instructional methods that enhance reading instruction are Daily Oral Reading, Guided Reading, Project Read, Explode the Code, Accelerated Reader, Phonics Instruction, Shared Reading, Read Naturally, cross grade reading, use of a language master, 4 Block Reading, 4 Square Writing, H.O.T.S., and Aimee Solutions. Math strategies include Touch Math, Rocket Ship Math, timed tests, use of math manipulatives, and teaching problems solving skills as well as computation. Speech students use Earobics, and PECS when needed. Reading Recovery has been in place at North Ward for the past nine out of eleven years.

Professional Development

North Ward teachers are constantly striving to become better at their profession. Teachers at all grade levels are attending workshops and conferences on a wide variety of topics. Staff members share new information with their colleagues. A lot of emphasis is placed on keeping current with strategies, techniques, and research that will improve learning, especially in the areas of technology, math, and the special needs students. North Ward teachers are involved in a grant program that has given the school new equipment, software, and training. The teachers involved share their knowledge with the entire staff, which has resulted in increases use of our computer lab. Other teachers are receiving training on how to improve ISAT results in reading and math. The strategies are then shared so that younger grades can form a foundation that the older grade can build upon. Getting students to master their math facts has become a priority. The upper grades can then focus on problem solving rather than the memorization of facts. The staff has also had extensive training on how to help the special needs child. Instructors from local colleges have presented workshops on how to help children with special needs in the regular education classroom.

Adaptations and modifications are discussed and used. North Ward students score well on state and national tests. The credit for this can be given to the entire staff, not just one grade level. We also enjoy the support of the Tuscola community. It takes all of us working together to make the children of North Ward successful.

PART VII - ASSESSMENT RESULTS

Public Schools

Since 2000-01, the only grade at North Ward Elementary to take the reading and math ISAT tests is third grade. That is why reading and math scores are only reported for grade three. The only disaggregated data for North Ward that has been consistently reported by the state are the following subgroups, All, IEP (disability), Low Income, Male, and Female. The data has been submitted for these subgroups unless the information was not provided by the state or there were fewer than ten students who fit in that category. If there are fewer than ten students in a subgroup, the data is not reported in order to protect the privacy of individuals. The ISAT test is written annually. The test items are written, reviewed, and selected by Illinois teachers. The Illinois State Board of Education publishes it. North Ward Elementary has only used alternative assessments once and that took place in 2000-01. The alternative test was administered to two North Ward students who were attending a school that specializes in behavior disorders. The summary of all test data is compiled in the pages that follow.

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 3 Test ISAT

Edition/Publication Year Annual Publisher Illinois State Board of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
SAMPLE- eliminate this duplicate line; put data in line 3 "At or Meets State Standards"					
% At Exceeds State Standards*	44	41	62	44	56
% At or Meets State Standards*	100	97	91	93	95
% At or Below Standards	0	3	7	7	4
% At Academic Warning	0	0	1	0	1
Number of students tested	75	68	68	63	84
Percent of total students tested	100	100	100	87	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	.02
SUBGROUP SCORES					
1. Low Income (specify subgroup)					
% At or Above Meets	100	96	NA	87	NA
% At Exceeds State Standards*	31	29	NA	27	NA
% At or Meets State Standards*	69	67	NA	60	NA
% At or Below Standards	0	5	NA	13	NA
% At Academic Warning	0	0	NA	0	NA
Number of students tested	16	21	15	15	NA
2. IEP (specify subgroup)					
% At or Above Meets	101	96	62	89	63
% At Exceeds State Standards*	46	10	31	18	13
% At or Meets State Standards*	55	86	31	71	50
% At or Below Standards	0	5	31	12	25
% At Academic Warning	0	0	6	0	13
Number of students tested	11	21	15	19	8
3. Male (specify subgroup)					
% At or Above Meets	101	100	93	94	94
% At Exceeds State Standards*	49	41	67	47	65
% At or Meets State Standards*	52	59	26	47	29
% At or Below Standards	0	0	7	6	6
% At Academic Warning	0	0	0	0	0
Number of students tested	33	34	27	35	NA
4. Female (specify subgroup)					
% At or Above Meets	101	94	91	93	96
% At Exceeds State Standards*	41	41	60	41	51
% At or Meets State Standards*	60	53	31	52	45
% At or Below Standards	0	6	7	7	2
% At Academic Warning	0	0	2	0	2
Number of students tested	42	34	41	28	NA

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test ISAT

Edition/Publication Year Annual Publisher Illinois State Board of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets	95	88	86	79	88
% At Exceeds State Standards*	40	32	48	26	37
% At or Meets State Standards*	55	56	38	53	51
% At or Below Standards	5	12	12	22	12
% At Academic Warning	0	0	3	0	0
Number of students tested	75	68	68	63	84
Percent of total students tested	100	100	100	87	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	.02
SUBGROUP SCORES					
1. Low Income (specify subgroup)					
% At or Above Meets	94	81	NA	57	NA
% At Exceeds State Standards*	31	19	NA	0	NA
% At or Meets State Standards*	63	62	NA	57	NA
% At or Below Standards	6	19	NA	43	NA
% At Academic Warning	0	0	NA	0	NA
Number of students tested	16	21	15	15	NA
2. IEP (specify subgroup)					
% At or Above Meets	91	86	63	44	50
% At Exceeds State Standards*	64	10	25	13	0
% At or Meets State Standards*	27	76	38	31	50
% At or Below Standards	9	14	25	56	50
% At Academic Warning	0	0	13	0	0
Number of students tested	11	21	15	19	8
3. Male (specify subgroup)					
% At or Above Meets	91	89	85	83	87
% At Exceeds State Standards*	39	27	48	21	42
% At or Meets State Standards*	52	62	37	62	45
% At or Below Standards	9	12	11	17	13
% At Academic Warning	0	0	4	0	0
Number of students tested	33	34	27	35	NA
4. Female (specify subgroup)					
% At or Above Meets	98	88	86	73	88
% At Exceeds State Standards*	41	38	48	31	33
% At or Meets State Standards*	57	50	38	42	55
% At or Below Standards	2	12	12	27	12
% At Academic Warning	0	0	2	0	0
Number of students tested	42	34	41	28	NA