

***No Child Left Behind –
Blue Ribbon Schools Program- REVISION-3/15/06***

Cover Sheet

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

Name of Principal: Mrs. Mary Ellen Bleeden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address: 1535 Everett Street
(If address is P.O. Box, also include street address)

Des Plaines, Illinois 60018-2318
City State Zip Code+4 (9 digits total)

County: Cook State School Code Number* 0160620

Telephone (847) 824-1566 Fax (847) 824-1759

Website/URL www.d62.org E-mail bleedenm@d62.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 _____

Name of Superintendent Dr. Jane Westerhold
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Community Consolidated School District 62 Tel. (847) 824-1136

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 _____

Name of School Board : Community Consolidated School District 62 (Des Plaines) Board of Education

President/Chairperson: Mrs. Brenda Murphy
(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 _____

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)

- Number of schools in the district:
 - ___8___ Elementary schools
 - ___2___ Middle schools
 - _____ Junior high schools
 - _____ High schools
 - ___1___ Other –year-round school of choice
 - ___11___ TOTAL
- District Per Pupil Expenditure: ___\$9,893_____

Average State Per Pupil Expenditure: ___\$8,786_____

SCHOOL (To be completed by all schools)

- 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
- ___7___ years-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?
- 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	11	3	14	7			
K	25	20	45	8			
1	22	16	38	9			
2	33	23	56	10			
3	37	26	63	11			
4	20	22	42	12			
5	29	22	51	State At-Risk Pre K*	51	48	
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							309

- Pre-K students are housed at South School and many will enter South School for kindergarten. However this program is administered by the Early Childhood Department and the students officially are not counted in our school numbers.

6. Racial/ethnic composition of the students in the school: _____ 44 % White
 _____ 2 % Black or African American
 _____ 49 % Hispanic or Latino
 _____ 5 % Asian/Pacific Islander
 _____ % 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: _____ 23 %

[This rate should be 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 until the end of the year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	290
(5)	Total transferred students in row (3) divided by total students in row (4)	.183
(6)	Amount in row (5) multiplied by 100	18%

8. Limited English Proficient students in the school: _____ 49 %
 _____ 151 Total Number Limited English Proficient

Proficient

Number of languages represented: _____ 15 _____

Specify languages: Assyrian (Syriac, Aramaic), Bosnian, Cambodian (Khmer), Cantonese (Chinese), English, Greek, Gujarati, Japanese, Malayalam, Pilipino (Tagalog), Polish, Serbian, Spanish, Ukrainian, and Vietnamese

9. Students eligible for free/reduced-priced meals: _____ 41 % *2005 data

Total number students who qualify: _____ 137 _____ *2005 data

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: 20 %
61 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>17</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>20</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </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>13</u>	<u>.5</u>
Special resource teachers/specialists	<u>12</u>	<u>.75</u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>33</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

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	95%	95%	94%	94%	95%
Daily teacher attendance	Not Available	Not Available	Not Available	Not Available	Not Available
Teacher turnover rate	Not Available	Not Available	Not Available	Not Available	Not Available

*Longitudinal data on teacher attendance is not kept by District 62.

PART III - SUMMARY

South Elementary School, located in suburban Des Plaines, is one of eleven schools in the Community Consolidated School District 62. The Des Plaines community is approximately 17 miles from the center of downtown Chicago. South School has an enrollment of 299 children in a pre-kindergarten through fifth grade configuration. In addition to the regular education program, the school is home to four self-contained special education classes. These classes include a special education preschool and kindergarten, a cross categorical instructional program for 1st/2nd grader, and an instructional classroom for emotionally disturbed 3rd, 4th, 5th graders. The academic concentration in all classrooms includes a strong focus on literacy: reading, writing, listening, and speaking and the development of thinking and interpersonal skills.

The mission of South School is to “empower students with the necessary lifelong skills to learn, work, live, and play as contributing members in a democratic society.” We believe that students are entitled to quality education and that the learning process should provide interesting, challenging and relevant curriculum with a focus on basic skills. We believe that parents, students, staff, and the community are essential partners in the education of children. We believe that student’s individual learning needs must be met for them to develop to their fullest potential. We believe that on-going assessment provides the data needed to plan and deliver relevant curriculum to all children. And lastly, we believe that students must be active participants in their own learning.

South School employs a variety of educational personnel to meet the unique needs of its student population. In addition to classroom teachers, students in general education and bilingual classrooms receive assistance from a Title I teacher and tutor, four Project Prevent tutors, three bilingual tutors and a bilingual speech-language pathologist. The special education and at-risk programs receive support service from the social worker, two speech-language pathologists, an occupational therapist, a physical therapist, and a behavioral intervention assistant.

The staff at South School has developed extra curricular programs that provide students with additional opportunities to further develop their literacy and problem-solving skills. These activities include the Reading Olympics, The Bear Facts (school newspaper), the After-School Reading Program and OASIS, a reading program that encourages area seniors to read to and mentor South School children. Students participating in the building’s breakfast program experience quality literature read aloud by school volunteers.

The demographic make-up of the South School area has changed dramatically over the past seven years. 49 percent of South’s students are Hispanic. 39 percent of the school’s students are classified ELL (English Language Learners) and 41 percent of the students have been identified on the 2005 State School Report Card as low income. Many school families speak only Spanish in their homes. Because of this, South School has established bilingual classrooms for students in kindergarten through grade three.

South School supports its ELL families through the provision of weekly morning and evening sessions of Family English funded through a federal literacy grant awarded to Oakton Community College. Spanish/English translation is provided each morning in the school office so bilingual parents can comfortably communicate their needs and get answers to questions. The school newsletter and all school forms are available in Spanish. Evening meetings, curriculum nights and math/science nights are translated into Spanish and Polish.

South Elementary School has a strong parent/teacher organization. The PTO sponsors activities such as monthly movie nights, five cultural arts assemblies yearly, pancake breakfasts, family garage sales, book fairs, and the annual South School family picnic. The PTO has made great efforts to include Latino families in all aspects of its organization.

Other collaborative ventures include Des Plaines Public Library bookmobile visits, the Artist in Residence Program co-sponsored by the PTO and the Illinois Arts Council, and the VIP senior volunteer program. South School has recently become a partner with Loyola University Chicago in a federal grant program that will establish Professional Development Schools for the training of elementary and bilingual education majors.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the past seven years, South School has been faced with changing demographics. The limited English speaking population has more that doubled, the Hispanic and low-income populations have increased by 20%. During the 2002 school years, data indicated that test scores were dropping and many students were not making progress at desired levels in reading. Only 43% of the total 5th graders met standards. Only 23% of low income and 21% of Hispanic students met standards. To address these concerns a number of changes were initiated to better meet student needs. Bilingual classrooms were added at the kindergarten, first and second grade levels and the following year a 3rd /4th grade instructional ESL program was added. These changes allowed for Spanish speaking, limited English proficient students to develop a strong literacy base in their native language as a foundation for learning English. Students gradually learn English from the day they enter school.

At the kindergarten level 80% of the instruction is provided in Spanish and 20% in English. This ratio changes yearly by subtracting 10% of Spanish instruction and adding 10% to instruction in English. By third grade the ratio is 50:50. The 3/4 transitional ESL program is taught totally in English, with Spanish support when needed. By 5th grade, bilingual students are placed in a tradition general-education classroom. Bilingual student's who do not need such an intensive program or students who speak a language other than Spanish, receive support from ELL resource teachers who push-in and pull-out students.

As our bilingual program has continued to grow, it has experienced problems. It has been difficult to find qualified teachers to fill vacancies. Although the majority of the bilingual teaching team is highly qualified, the negative impact of a two of teachers with provisional certification has been seen both in the classroom and on standardized assessments. On the 2005 Illinois Measure of Academic Growth in English, this group of 3rd grade Hispanic students struggled. Only 44% met standards in reading and 27% met in math. To address this situation, intensive small group instruction has been initiated and all teachers are highly qualified.

Back in 2002, both observation and test scores indicated that many of our students struggled with reading science, and social studies' materials. Previously the reading curriculum focused on whole language and fiction reading. In order to close the gap, it was decided that 10% more non-fiction reading would be introduced as the grade levels increase. A school-wide focus on reading comprehension skills and reading fluency provided students with the skills necessary to successfully read non-fiction. By doubling the time spent on reading in the 4th and 5th grades, 5th grade, ISAT reading scores have steadily increased. Students meeting or exceeding standards have increased from 43% in 2002 to 77% in 2005. Reading scores for low income 5th graders who meet or exceed standards have also increased from 23% in 2002 to 60% in 2005.

Math skills have also improved significantly at the 5th grade level from 2002-2005. In 2002, 65 % of these students met or exceeded state standards. By 2005, 86% reached these levels. This increase is attributed to homogeneous math grouping and increased aptitude in reading non-fiction material.

In May of 2005, South School was recognized by the State of Illinois with an Academic Improvement Award. This honor was given to 150 schools in the state for substantial gains in performance over the last three years. On the ISAT/IMAGE assessments, South School scores improved 15.6 points over three years. The staff continues to strive to refine teaching strategies to better meet the needs of South School's diverse population.

Assessment data can be found on the Interactive Illinois Report Card-<http://iirc.niu.edu/> or on the Des Plaines Public School's website-<http://d62.org> under school improvement plans.

2. Using Assessment Results:

On an ongoing basis, staff analyze assessment data that includes the ISAT, IMAGE, ISEL, MAP, and reading fluency data. Additionally teachers review student's work to assess adequate progress and areas

of needed growth. From information gained from the data analysis, school improvement goals are developed, curriculum is planned to meet the needs of groups and individuals, and students are re-assessed to measure growth.

At the first August staff meeting, teachers are anxious to see the results of the ISAT and IMAGE assessments that are given the previous March. Time is spent reviewing the results and identifying successes and areas of needed improvement. At this time we are able to review the school improvement plan written the previous spring and refine the goals to reflect successes and gaps on the state test results. In September the Illinois Survey of Early Literacy (ISEL) is administered to kindergarten, first and second grade students and the Measure of Academic Progress (MAP) is administered to third, fourth, and fifth graders. In addition all second through fifth graders are given individualized reading fluency tests. Armed with data from assessments, the staff is ready and able to plan curriculum and assign instructional groups to best meet the academic needs of students.

Both MAP data and reading fluency scores are easily understood by students. Teachers work with their students to identify expected winter and spring growth goals for these two assessments. In October 3rd, 4th, and 5th grade students share their goals with their parents at the fall assessment evening. This strategy has been very motivating and students have become active learners as they work daily to make progress toward their goals.

MAP testing and reading fluency checks along with certain ISEL sub-tests are administered in January as a means of monitoring student progress. Since both the MAP and reading fluency curriculum based measurement give students' immediate feedback, they are anxious to learn their scores. It is not uncommon for a student to enthusiastically share success with staff and fellow students.

Using this data, teachers and the principal identify students who are at risk of "not meeting" standards on the ISAT/IMAGE and design specific interventions to better meet academic needs. These interventions include regrouping students to teach specific skills, assigning individual students to after school reading groups. Some students work one-on-one with tutors or volunteers. During January, February and early March, students take practice ISAT/IMAGE tests. Using assessment results, teachers refine instruction to address gaps.

Although the instructional focus is on honing skills of students to meet grade level standards, staff also concentrate on enriching and challenging students who work at an accelerated pace.

State tests are given in March. MAP, ISEL, fluency snapshots, and math criterion reference test are given in late April and early May. The data from these assessments allows staff the chance to evaluate progress and identify gaps. This data lays the foundation for identifying school improvement goals for the coming year.

3. Communicating Assessment Results:

Reporting student progress is an ongoing process at South School. We kick-off the school year with family event called Curriculum Night. Parents gather in the gym to hear the principal's address outlining student progress on the Illinois Standards Achievement Test (ISAT) and Illinois Measure of Annual Growth in English (IMAGE), annual yearly progress for No Child Left Behind, and school improvement goals for the current year. To accommodate the needs of our diverse population, translation is provided in Spanish and Polish.

In October, we gather the parents of 3rd, 4th, and 5th graders for an evening to report student progress on the Measure of Academic Progress (MAP) achievement test. At this meeting parents receive guidance on how to read and understand their child's score sheet. Instructional strategies are discussed that parents can use to help their child succeed. Students and teachers work together to write individual student goal sheets for the year and this meeting provides an opportunity for students to share their goals and plan for achievement with their parents.

At November parent teacher conferences, teachers report local data that includes reading fluency scores, scores on the Illinois Survey of Early Literacy (ISEL), district criterion reference items, report card grades, and information related to ISAT/IMAGE and MAP. Since parent teacher conferences are well attended, teachers have an opportunity to meet one-on-one with parents to explain their child's

strengths and needed areas of growth.

Report cards, progress reports, annual review meetings for students with Individualized Educational Plans (IEPs), and results on the IPT and ACCESS are other ways that allow us to communicate progress on goals. The school newsletter, the *Paw Prints*, has frequent articles on assessment and strategies parents can use to help their child develop reading and math literacy.

District 62's media consultant informs the Des Plaines community of assessment progress through a number of district publications aimed a variety of stakeholder, through media releases, and presentations made to the Board of Education Meetings.

4. **Sharing Success:**

The Des Plaines Public School provides many opportunities for teachers to work with grade level colleagues from other district schools. Monthly grade level meetings provide opportunities for professional growth. U62, the district's in-house professional development school, offers opportunities for our school staff to present workshops on strategies and programs that have been successful at South School.

Teachers are encouraged to give workshops at a multitude of local and state conferences that include, but are not limited to the following: The No Child Left Behind Conference, Illinois Reading Council State Conference, Illinois Learning Disabilities Conference, and the Statewide Conference for Teachers of Culturally Diverse Students.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

In an effort to meet children's educational needs and provide for their growth, and recognizing that all children can learn, South School staff works collaboratively to create an environment that enables learning success.

Literacy: For primary students there is a focus on phonemic awareness skills. All students learn to express themselves in writing—prewriting, drafting, revising, editing, sharing, decode words, and developing fix up strategies to encode. They learn to use pictures and context clues and reread to derive meaning. Students develop vocabulary through direct instruction and through their own reading and being read to. Reading fluency skills give student the speed, accuracy, and proper expressions to derive meaning from the written word. All students learn comprehension skills that include learning to predict, make inference, identify facts/opinions, draw conclusions, and identify cause/effect.

Math: Basic Facts are an essential component. We explore math with concrete and physical materials and natural language. At every grade level, we explore problem solving and mathematical thinking to examine real world situations. We do this through the study of number sense and computation, geometry, measurement, data and chance. This content spirals from kindergarten through fifth grade classrooms.

Science: Scientific inquiry is valued and practiced at all grade levels. This is evident through content study in life science, physical science, earth and space science, and health units.

Social Studies: The social studies curriculum promotes global thinking for a diverse society. It explores topics in economics, sociology, history and geography. Reading comprehension strategies are integrated into the curriculum to provide for a deeper understanding of the social studies content.

Physical Education: Students participate in physical education classes twice a week at the primary level and four times a week in the intermediate grades. The curriculum encompasses health, fitness, skill development, dance and rhythm. Team-work is stressed as a way to develop positive self concept, belonging, and cooperation.

Art: The goal of the visual arts program is to provide a sequential, cumulative program of concepts and skills from first through fifth grade. This program promotes visual literacy through studies in art history, aesthetics, art appreciation, and criticism as well as through studio experience.

General Music: Musical elements, principles, and ideas are introduced at the kindergarten level and are built and expanded throughout the grades. Students study the role of music in civilization past and present, and actively engaged in acting and performing.

Multicultural: There are many different approaches used for students acquiring English as a Second Language. Programs available include pull-out sessions taught by multicultural teachers, push-in sessions in which multicultural and classroom teachers work in concert, and self-contained bilingual grade level instructional classes in kindergarten through third grade.

Library Media Center: A well-equipped media center supports academics through the use of literature and technology. The media specialist and the classroom teachers collaboratively integrate the resources of the LMC into classroom academics.

2a. **Reading:**

South School uses Houghton Mifflin's *Invitations to Literacy* series. This provides the scope and sequence of skills and strategies. Explicit reading comprehension strategies: making connections, predictions, creating images, making inferences, self-questioning, summarizing and synthesizing are implemented through fiction and nonfiction literature. The amount of time spent on nonfiction reading increases at each grade level, while fiction reading decreases. Reading is taught in small, guided reading groups based on instructional reading levels. These levels are determined through continuous student assessment. Literacy centers are used on a regular basis, with a balance of word study, listening, writing, fluency, and independent reading.

Grade appropriate word walls are present in classrooms with words added each week. Words are introduced, practiced, reviewed and integrated into instructional activities. Students practice fluency throughout the year. They can articulate their current fluency goals and explain their plans for achieving success.

Writing is an integral part of our reading/language arts program. Students engage in a variety of activities such as modeled, shared, journal, and process writing. Writing is integrated throughout all curricular areas. Progress is assessed through student portfolio and school-wide writing prompts.

Staff engages in continuous profession development. This year's focus is on the book *Bringing Words To Life* by Isabel Beck. This text offers various activities for word study, vocabulary and spelling instruction.

3. **Mathematics:**

South School's mission states: "We believe that students' individual learning needs must be met in order for them to reach their fullest potential." Students are provided many opportunities to grow as learners/practitioners of math. Fourth and fifth grade teachers use the results of the MAP assessments to cross-grade students in math groups based on their abilities. A common math block ensures that all students receive math instruction that meets their developmental needs. Both classroom and resource teachers instruct during this block, thus keeping class sizes small so every child succeeds and no child is left behind.

The curriculum is aligned with the Illinois State Standards and integrated across various disciplines. In physical education, art, music, and drama classes, students' math skills are reinforced through activities using patterns, symbols, fractions, symmetry, congruency, and ratio.

Weekly timed fact tests hold children and parents accountable for home practice. Solving problems creatively, applying communication skills, using computers and calculators prepare students for their future. All grades focus on problem solving and students are expected to explain their thought processes in writing. Children use math in every day situations that include raising money for hurricane relief, selling milk and ice cream in the lunchroom, using newspapers to follow the stock market, monitor weather reports, and interpret maps. Fifth graders help raise funds for their three-day outdoor education field trip and keep an accounting of the money raised.

Students use math manipulatives that include clocks, geoboards, tangrams, pentominoes, base ten blocks, multilink cubes, and pattern blocks to further develop their mathematical understanding.

The annual "Math Nights provide opportunities for students, parents, and teachers to work collaboratively as math problem solvers, thus giving credence to our belief that " ... students, parents, staff, and the community are essential partners in the education of children."

4. **Instructional Methods:**

Differentiating instruction to meet the needs of each student is a priority at South School. Frequent assessments are administered to target students strengths and areas for growth. Assessment results are used for developing curriculum. After data has been analyzed, gaps are identified, curricular content is decided, teaching strategies are defined, instruction occurs and assessment is repeated.

Test results are shared with students and parents. Students, with the help of parents and teachers, set goals for academic improvement based on grade level expectations and goals for learning.

Staff use research based teaching methods. Students participate in whole-group and small-group direct instruction and discussion. Math, reading and writing skills are taught and reinforced during instruction in content areas. Activities are designed to encourage higher levels of thinking while learning essential skills. The students are often grouped according to ability. This flexible group model allows for change as students progress in different areas at varied rates. Teams of teachers and specialists share responsibility for instruction of grouped students. Other times, classroom teachers work with small groups of students, while the rest of the class is actively engaged in learning center activities. Both inductive and deductive activities are utilized. Students often work with manipulatives and other hands-on activities. Field trips, guest speakers, and school assemblies are arranged to enhance instruction.

Analysis of assessment results prompted changes in the building's reading curriculum. As a result teachers developed reading recommendations for the entire school. These included a strong focus on reading fluency, specific comprehension skills, and word study. Guided reading is done in small groups. The entire school body works on the same comprehension strategy at the same time with a new strategy introduced each month. Fluency goals are discussed with students and monitored three times during the school year. Struggling readers are monitored monthly. Students work hard to improve their fluency as they are motivated by the challenge to raise their most recent test score. Intermediate at-risk students participate in the Read Naturally program that is implemented by our reading specialist. Primary at-risk students participate in Project Prevent, a one-on-one reading tutoring program. Trained volunteers from the community and support staff provide extra assistance for students with reading difficulties. These students are also given an opportunity to participate in a two month-after school reading program.

Instruction for second language learners is provided through bilingual classes and ELL programs. Special education students receive services through instructional classrooms and resource support. South School staff is dedicated to using instructional methods that produce high levels of achievement for all our students.

5. **Professional Development:**

District 62 makes available a wide variety of professional staff development opportunities. These courses are called U62 (University 62). The courses encompass many curricular areas and focus on reinforcing the district's goals of literacy, differentiated instruction, and mathematical learning strategies. Additional offerings include instruction in working with students with special needs, and students new to the English language. These courses ensure that our teachers keep current with the best educational practices as mandated by the No Child Left Behind law. For teachers in specialized disciplines, the Department of Instruction encourages attendance in out-of-district staff development opportunities in their respective fields. Teachers take this new knowledge and apply it with their students. They also present newly-learned information within their respective disciplines. After completion of professional development, an evaluation form is used to determine the effectiveness of the instruction, the instructor, and its relevance to both teacher and student.

South School's staff participates in book studies of educational relevance to increase knowledge and enhance our practice. Additionally, the professional development of our new teachers is nurtured through a two-year mentoring program. This positively impacts student achievement by increasing staff competency and confidence.

As a result of our professional development training, our assessment tools indicate that South School students are progressing towards meeting or exceeding the benchmarks (learning goals) of our school, district and state.

PART VII - ASSESSMENT RESULTS STATE TESTS

Subject **Reading**

Grade: **3rd**

Test-Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	66	73	68	70	66
% At Exceeds State Standards*	4	14	28	14	11
Number of students tested	26	29	25	36	38
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
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards	*	*	*	50	44
% At Exceeds State Standards	*	*	*	0	0
Number of students tested	8	6	3	8	9
2. IEP					
% At or Above Meets State Standards	*	*	*	*	13
% At Exceeds State Standards	*	*	*	*	0
Number of students tested	5	7	3	3	4
3. Hispanic					
% At or Above Meets State Standards	*	*	*	75	*
% At Exceeds State Standards	*	*	*	12	*
Number of students tested	7	9	3	8	*
4. White					
% At or Above Meets State Standards	78	75	67	75	67
% At Exceeds State Standards	32	40	30	12	10
Number of students tested	22	20	30	28	34

* No data available because sub group was too small to measure.

? Data can't be found

Subject **Math**

Grade: **3rd**

Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	89	90	81	84	85
% At Exceeds State Standards*	35	62	58	46	31
Number of students tested	26	29	25	30	38
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
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards	*	*	*	38	67
% At Exceeds State Standards	*	*	*	25	11
Number of students tested		6	3	3	4
2. IEP					
% At or Above Meets State Standards	*	*	*	*	25
% At Exceeds State Standards					0
Number of students tested	8	6	3	3	4
3. Hispanic					
% At or Above Meets State Standards	*	*	*	74	*
% At Exceeds State Standards	*	*	*	12	*
Number of students tested	7	9	3	8	*
4. White					
% At or Above Meets State Standards	88	95	75	75	84
% At Exceeds State Standards	47	63	55	12	34
Number of students tested	22	20	30	22	34

- No data available because sub group was too small to measure.

Subject: **Reading**

Grade: **5th**

Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	77	64	59	43	52
% At Exceeds State Standards*	31	24	21	10	23
Number of students tested	35	37	47	42	48
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
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards	60	33	40	23	20
% At Exceeds State Standards	40	0	0	0	0
Number of students tested	10	17	10	13	5
2. IEP					
% At or Above Meets State Standards	*	*	21	0	11
% At Exceeds State Standards	*	*	7	0	0
Number of students tested	9	8	14	5	8
3. Hispanic					
% At or Above Meets State Standards	*	46	47	21	18
% At Exceeds State Standards	*	8	7	0	9
Number of students tested	9	13	15	19	14
4. White					
% At or Above Meets State Standards	78	75	67	70	67
% At Exceeds State Standards	32	40	30	20	10
Number of students tested	25	24	32	33	34

* No data available because sub group was too small to measure.

Subject: **Math**

Grade: **5th**

Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	86	76	67	65	67
% At Exceeds State Standards*	26	22	11	5	4
Number of students tested	35	37	46	42	48
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
SUBGROUP SCORES					
1. Low Income					
% At or Above Meets State Standards	70	42	40	54	60
% At Exceeds State Standards	10	0	0	0	0
Number of students tested	10	12	10	13	5
2. IEP					
% At or Above Meets State Standards	*	*	23	20	20
% At Exceeds State Standards	*	*	7	0	0
Number of students tested	9	8	13	5	8
3. Hispanic					
% At or Above Meets State Standards	*	54	40	53	55
% At Exceeds State Standards	*	0	7	0	0
Number of students tested	9	13	15	19	14
4. White					
% At or Above Meets State Standards	82	90	83	80	70
% At Exceeds State Standards	23	30	14	10	5
Number of students tested	22	20	29	33	34

* No data available because sub group was too small to measure.

Subject: **Reading** Grade: **3rd**
 Test: **Illinois Measure of Academic Growth in English (IMAGE)**
 Edition/Publication Year: Revised Yearly Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards*	44	47	60
% At Exceeds State Standards*	22	7	33
Number of students tested	18	15	15
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income			
% At or Above Meets State Standards	33	50	51
% At Exceeds State Standards	8	8	38
Number of students tested	10	12	10
2. Hispanic			
% At or Above Meets State Standards	40	54	58
% At Exceeds State Standards	13	8	29
Number of students tested	27	8	9

*No data available because sub group was too small to measure.

Explanation of Scores: We have experience a severe shortage of highly qualified bilingual teachers. Neighboring districts that are able to offer more competitive salaries have had first pick of the bilingual teacher pool. As a result, for several years we were forced to hire teachers with provisional Type 29 certificate for a 1st and 2nd grade positions. Poor teaching has had a cumulative effect on our students as seen by dropping IMAGE assessment scores. A team of highly qualified teachers is now in place for all bilingual classrooms. During the 2006/2007 school-year, a remedial program has been put in place to support the students who had the aforementioned teachers in earlier grades to close the gap caused by poor teaching. With the change made this year, we anticipate a reversal of dropping scores.

Subject: **Math** Grade: **3rd**

Test: Illinois Measure of Academic Growth in English - IMAGE

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards*	34	40	34
% At Exceeds State Standards*	6	0	13
Number of students tested	14	11	1
Percent of total students tested	100%	100%	*
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0	0	
SUBGROUP SCORES			
1. Low Income			
% At or Above Meets State Standards	25	42	72
% At Exceeds State Standards	10	0	29
Number of students tested	10	12	10
2. Hispanic			
% At or Above Meets State Standards	27	38	66
% At Exceeds State Standards	0	0	8
Number of students tested	9	13	15

* No data available because sub group was too small to measure.

Explanation of Scores: We have experience a severe shortage of highly qualified bilingual teachers. Neighboring districts that are able to offer more competitive salaries have had first pick of the bilingual teacher pool. As a result, for several years we were forced to hire teachers with provisional Type 29 certificate for a 1st and 2nd grade positions. Poor teaching has had a cumulative effect on our students as seen by dropping IMAGE assessment scores. A team of highly qualified teachers is now in place for all bilingual classrooms. During the 2006/2007 school-year, a remedial program has been put in place to support the students who had the afore mentioned teachers in earlier grades to close the gap caused by poor teaching. With the change made this year, we anticipate a reversal of dropping scores.

Subject: **Reading** Grade: **5th**

Test: **Illinois Measure of Academic Growth in English - IMAGE**

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards*	93	27	*
% At Exceeds State Standards*	57	0	*
Number of students tested	14	11	1
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income			
% At or Above Meets State Standards	100	*	*
% At Exceeds State Standards	54	*	*
Number of students tested	10	11	10
2. Hispanic			
% At or Above Meets State Standards	100	30	*
% At Exceeds State Standards	58	0	*
Number of students tested	13	11	15

* No data available.

Subject: **Math** Grade: **5th**

Test: **Illinois Measure of Academic Growth in English - IMAGE**

Edition/Publication Year: Revised Yearly

Publisher: NC Pearson

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards*	64	54	*
% At Exceeds State Standards*	0	0	*
Number of students tested	14		
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income			
% At or Above Meets State Standards	100	*	*
% At Exceeds State Standards	54	*	*
Number of students tested	10	11	10
2. Hispanic			
% At or Above Meets State Standards	67	60	*
% At Exceeds State Standards	0	0	*
Number of students tested	13	11	15

* No data available.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: **Reading** Grade: **3rd**
 Test: **Measure of Academic Progress (MAP)**
 Publisher: Northwest Evaluation Association
 Scores are reported here as *RIT scores (**Rasch Unit**)

	2006	2005	2004
Testing month	January	January	January
SCHOOL SCORES			
Total Score	190	188	188
50% tile Norm	196	196	196
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Total Score	187	182	184
50% tile score	198	198	198

* “The NWEA RIT scale norms are not based on samples of students drawn to match national demographic patterns, but rather include scores from all participating NWEA member districts. They do not represent the ethnic makeup or geographic distribution of a randomly sampled, national population. ...Since the NWEA RIT scale norms are drawn from a single testing time and are based on a large population of test-takers, the scores are quite stable over time.”

Subject: **Math** Grade: **3rd**
 Test: **Measure of Academic Progress (MAP)**
 Publisher: Northwest Evaluation Association
 Scores are reported here as *RIT scores (**Rasch Unit**)

	2006	2005	2004
Testing month	January	January	January
SCHOOL SCORES			
Total Score	197	194	196
50% tile Norm	197	197	197
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Total Score	193	191	193
50% tile score	197	197	197

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Subject: **Reading** Grade: **5th**
 Test: **Measure of Academic Progress (MAP)**
 Publisher: Northwest Evaluation Association
 Scores are reported here as *RIT scores (**Rasch Unit**)

	2006	2005	2004
Testing month	January	January	January
SCHOOL SCORES			
Total Score	208	211	204
50% tile Norm	210	210	210
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Total Score	209	205	197
50% tile score	210	210	210

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Subject: **Math** Grade: **5th**
 Test: **Measure of Academic Progress (MAP)**
 Publisher: Northwest Evaluation Association
 Scores are reported here as *RIT scores (**Rasch Unit**)

	2006	2005	2004
Testing month	January	January	January
SCHOOL SCORES			
Total Score	218	218	212
50% tile Norm	215	215	215
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Total Score	193	191	193
50% tile score	215	215	215

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