

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 1501 E. 6th Street
(If address is P.O. Box, also include street address)

Sterling Illinois 61081-2700
City State Zip Code+4 (9 digits total)

Tel. (815) 625-1449 Fax (815) 622-4196

Website/URL www.sterlingschools.org/lincoln/ E-mail pfortney@sterlingschools.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. Wil Booker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sterling CUSD #5 Tel. (815) 626-5050

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
President/Chairperson Mr. Peter Wilkinson
(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

[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 of 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 2003-2004 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 1998.
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.

(Based on 2003-2004 School Report Card, unless otherwise noted)

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 1 Middle school
 Junior high schools
 1 High schools
 Other (Briefly explain)
- 6 TOTAL
2. District Per Pupil Expenditure: \$6,699.09 (2003-2004 Operating)
- Average State Per Pupil Expenditure: \$8,181 (2003-2004 Operating)

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

As of Oct 1, 2004

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9			
3	47	68	115	10			
4	61	57	118	11			
5	49	51	100	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							333

10. Students receiving special education services: 19%
 As of Oct 1, 2004 62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

1	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	21	Specific Learning Disability
0	Hearing Impairment	14	Speech or Language Impairment
2	Mental Retardation	0	Traumatic Brain Injury
19	Multiple Disabilities	1	Visual Impairment Including Blindness
1	Emotional Disturbance		

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

Number of Staff
*2004-2005

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>24</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 25:1
 *The ratio is based on 318 students. Fifteen of Lincoln students attend programs outside of the building. However, their test scores are counted with Lincoln School.

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96	96	95	96	96
Daily teacher attendance	95	N/A*	N/A*	N/A*	N/A*
Teacher turnover rate	N/A*	N/A*	N/A*	N/A*	N/A*

*This information was not computed by the district during those years.

PART III - SUMMARY

The Lincoln Elementary School Mission Statement reads as follows: The Lincoln Elementary School staff, together with parents and community, will provide each student with a quality education in a safe, inclusive, and caring environment. This mission, coupled with the district's overriding philosophy that all students can learn, truly guides decision-making in our building and promotes the concept of life-long learning.

Lincoln School is located at 1501 E. 6th Street in Sterling, Illinois. The current Lincoln Elementary School was built in 1952 and replaced the former Lincoln School, which was situated where our present playground is located. During its earlier years, Lincoln School was primarily utilized as a neighborhood school.

Formerly, Lincoln Elementary School was a K-6 building. In the mid nineties, Challand Junior High School adopted a middle school philosophy, which moved our sixth grade students to Challand Middle School. In 2003, the District transitioned to attendance centers, and Lincoln became an intermediate elementary building. Lincoln and Jefferson Schools' students were combined to create the Lincoln School we have today, housing third, fourth and fifth grade students. Since the onset of attendance centers in the fall of 2003, Lincoln's student population has increased and changed to include 3rd, 4th, and 5th graders who live north of the Rock River, east of Locust Street, south of Lynn Boulevard and west of Freeport Road. Boundaries have been expanded to include children from the outlying neighborhoods of Grimes, Emerson, Como, Indian Ridge, and Galt.

We currently serve 318 students at Lincoln School. Of those 318 students, Lincoln serves 114 third graders, 110 fourth graders, and 94 fifth graders. Our special education resource program services 33 students. We also have an accelerated fifth grade class which services 19 students. Those students are accelerated to the 6th grade curriculum in the areas of Language Arts and Mathematics. Aside from the fifth grade accelerated class, class sizes range from 22-28. Our students range in age from 7-12 years.

Thirty staff members serve Lincoln School students: 21 certified staff and 7 support staff. The faculty averages 14.8 years of teaching experience in the Sterling School District. All certified staff hold Bachelor's degrees, 84% have hours beyond their initial degree, and 42% hold Master's degrees.

Lincoln School has a school-wide Title I program and has utilized a class reduction grant to reduce class size at the third grade level. Our Special Education and Title I teachers spend at least 70% of their day assisting students within the regular classroom setting.

Demographically, Lincoln Elementary School continues to be a very diverse school. Racial/ethnic background of our students consists of the following: 73.4% white, 21.1% Hispanic, 4.6% black, 0.6% Asian/Pacific Islander, and 0.3% Native American. Approximately, 45% of Lincoln students are identified as coming from low-income families. Our mobility rate is 7.5%.

Student attendance is always a key piece of data, and it is always of greatest concern. Our attendance rate for 2003-2004 was 96.4%, with a chronic truancy rate of 0.6%.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

Lincoln School staff administers three standardized tests: the Iowa Test of Basic Skills (ITBS), along with the Cognitive Abilities Test (CogAT), and the Illinois Standards Achievement Test (ISAT). The ITBS and CogAT are administered to all 4th graders each fall. ISAT is given to all 3rd and 5th graders in the spring.

Illinois students at 3rd and 5th grades take the ISAT in reading, mathematics, and writing. This test measures the extent to which students are meeting the Illinois Learning Standards. ISAT performance level descriptions are divided into 4 areas:

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

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

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

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

Lincoln Elementary School's successes on ISAT have made it eligible for the No Child Left Behind (NCLB) Blue Ribbon School Status, which is based on successful test scores. The most notable area of success for Lincoln School was in the area of mathematics, where 89.5% of its 3rd graders met or exceeded the Illinois Learning Standards and 85.8% of its 5th graders met or exceeded the Illinois Learning Standards. Another notable success was in the area of writing, where 82.3% of all 3rd graders tested met or exceeded the Illinois Learning Standards and 75.8% of all 5th graders tested met or exceeded the Illinois Learning Standards. In the area of reading, 71.1% of the 3rd graders tested met or exceeded the Illinois Learning Standards, and 68.3% of 5th graders tested met or exceeded the Illinois Learning Standards.

A major subgroup identified at Lincoln School is the economically disadvantaged. In 3rd grade, 60.7% of the economically disadvantaged students met or exceeded the Illinois Learning Standards in reading while the state average for the same subgroup was 46.2%. In 5th grade, 59.1% of the economically disadvantaged students met or exceeded the Illinois Learning Standards in reading while the state average for the same subgroup was 42.2%.

In the gender subgroup, Lincoln School's males and females continue to score higher than the state average in reading, writing, and math. In addition to this success, our Hispanic subgroup (which is 21.1% of our student population) also scored higher than the state average in math and writing at both the 3rd and 5th grade levels. Even though all subgroups are not reported on the Illinois School Report Card, we continue to monitor their performance.

We are very proud of our continued improvement in student achievement. Our dedicated staff continues to monitor and analyze the scores to ensure that we are creating a learning environment that meets the academic needs of all students.

Additional information on the state assessment system may be found on the ISBE Web site at <http://www.isbe.net/assessment/default.htm>.

2. Using Assessment Data

Historically, Sterling Community Unit School District #5 (CUSD #5), of which Lincoln Elementary is a part, has used the Lincoln-Baldrige continuous improvement model. Site-based management has been a critical part of that model and a critical part of Sterling Schools. Our building formed a school improvement team composed of representatives from Lincoln, including the building administrator, teachers, educational support personnel, parents, and students (when appropriate). This team gathered and analyzed data, and it also identified strengths and areas needing improvement. Based on the data collected, school committees were developed to address identified areas of weakness. This collaboration resulted in a data-driven action plan that, in turn, drives the school's budget.

Lincoln School uses a wide range of data to consistently monitor student achievement. The types of data analyzed include: standardized testing results (ITBS/CogAT, ISAT, Gates-MacGinitie), Scholastic Reading Inventory (SRI), Accelerated Reader (AR), stakeholder surveys, discipline, attendance, and mid-quarterly and quarterly grades.

Based on data analysis, activities and programs have been implemented to improve student achievement and promote student success. These programs include:

- Title I Support Services
- Curriculum alignment meetings to bring us closer to state standards
- Project SOON (after-school tutoring program), in conjunction with Sterling Township.
- Extended summer learning programs in reading and math
- PEN Day (school-wide persuasive, expository, narrative writing day)
- "Turn Off Your TV and Read" nights
- "Before school" reading enrichment programs
- Math, reading, and writing family nights
- Six Hour Reading Club (library reading incentive club)
- After school computer club
- Book exchanges
- Book fairs in conjunction with our PTO and sister school
- Presentations by Sterling Public Library staff

3. Communicating Student Performance

A central focus of Lincoln administration and staff has been to communicate student performance with all stakeholders: parents, students, and the community. This key goal has been accomplished through a variety of methods that enhance communication.

Before the school year begins, we hold parent-teacher conferences to establish a positive partnership with the home setting. At this initial meeting, and because we are a Title I school, the Title I Learning Contract is signed by all parents, students, teachers, and administration. We also invite all stakeholders to the Lincoln Open House early in the year to continue establishing a bond with the home. In the fall of each year, and as needed throughout the year, we discuss each student's academic progress through parent-teacher conferences. In addition to quarterly midterm reports and quarterly report cards, our parents receive printed reports of ISAT and ITBS/CogAT scores. Accelerated Reader and Scholastic Reading Inventory reports are also

distributed to parents. Another tool we have found invaluable is the homework planner where daily assignments, notes, and communication to parents are recorded. Each month our principal sends home a school newsletter. To further promote parental involvement, we offer monthly PTO meetings, PE / Music Family Nights, as well as Family Math and Reading Nights at school.

Students at Lincoln take an active part in their own learning. They set individual and class learning goals and work to achieve them. Many students keep student data folders where they graph and chart individual scores. Class averages are posted around the room as a way for individual scores to be compared to the whole group. Weekly assessments in reading, spelling, vocabulary, and math facts help keep students apprised of their own progress. It has been proven that students who take ownership in their learning are more successful in school.

Our community is well-informed about Lincoln School's and the district's student performance. Our school administrator attends monthly school board meetings that are open to the public. The district's website, www.sterlingschools.org, has a wealth of information posted, including the state-mandated Illinois School Report Card and a direct link to the Lincoln School homepage. Channel 11 televises school board meetings, school programs, and a calendar of events. It also offers an up-to-date Power Point presentation for each school in the district. Our local newspaper, *The Daily Gazette*, reports our school events and academic performance. Lincoln's Academic Spotlight informs the Board of Education and community about great things that are happening at Lincoln School. In addition, Quarterly Review Reports on the progress of our School Improvement Plan are presented at board meetings throughout the year, and one school board member regularly attends our School Improvement Committee meetings. As another way of communicating with the community, our school has a representative on the Community Partnership for Student Achievement committee, which meets monthly.

4. Sharing Success with Other Schools

We believe sharing our successes with other schools is a responsibility of a Blue Ribbon School. Our partnership with Large Unit District Associations (LUDA) provides a data communication pathway to and from other schools of our size. This pathway allows us to exchange information with other districts to successfully meet our student goals and objectives. Sterling C.U.S.D. #5 is a member of the Consortium for Educational Change (CEC) comprised of fifty-three districts in Illinois. CEC offers leadership training for administrators and staff. This provides dialogue for the betterment of student performance through sharing staff development resources.

Several Lincoln staff members have been designated as in-district consultants who provide professional growth to all six schools in our district as well as other districts. This consultation occurs during teacher institute days, early-out days, and Sterling Schools' Summer Symposium. The symposium is open to staff, parents, community leaders, and educators of surrounding districts. Teachers also continually share information about Lincoln's practices while attending university classes. Lincoln School shares its successes through its representation at CPSA - the local community partnership for student achievement. Teachers network with other districts through the Standards-Aligned Classroom Initiative, a program made available by the local ROE. The final product of each Standards-Aligned Classroom team is presented to other districts at a conference and submitted to the ISBE website. We have also had extended dialogue with other school districts, specifically Rock Island and Dixon, advising them of our success in forming attendance centers.

PART V – CURRICULUM AND INSTRUCTION

1. Lincoln’s Core Curriculum

Lincoln School staff believes all students can learn. Our overall goal is to provide a comprehensive curriculum that sets high expectations, provides meaningful experiences, and creates successful learning opportunities for all learners. Lincoln School follows the curriculum guidelines set by CUSD #5, which is aligned to the Illinois Learning Standards. Our school offers a full elementary curriculum, which includes Language Arts (reading, spelling, writing, grammar, speaking, and listening) Math, Science, Social Studies, P.E., Music, and Fine Arts.

Our Language Arts program uses a comprehensive and balanced reading approach that is researched-based and combines skills development with great literature and language-rich activities. Reading themes are integrated throughout other core curriculum areas. We use a combination of Scholastic and Harcourt Brace materials for this program.

Houghton-Mifflin Mathematics is the textbook we use in grades three through five. Teachers emphasize the use of problem solving strategies, hands-on manipulatives, development of math facts, basic computation skills, and application of everyday math. Written extended math responses are developed using a six-step math problem solving process and rubric. A K-5 standards-aligned curriculum map has been developed for pacing skills and concepts instruction in a user-friendly quarterly timeline.

In Science, our district has developed hands-on learning kits that engage all students in active learning. These kits hold student interest and thereby increase student learning. To improve and expand our Science curriculum, we have recently adopted a new textbook series, which is aligned to Illinois Learning Standards. The science kits currently used will be modified and correlated to the new textbooks.

Lincoln School’s Social Studies curriculum is also aligned with the Illinois Learning Standards. Our social studies themes focus on communities, states & regions, and American history. Students participate in various enrichment activities, including the National Geographic Bee, News Bowl Contests, Agriculture in the Classroom presentations, and University of Illinois Extension programs.

Our building’s P.E., Music, and Fine Arts curricula are aligned to the Illinois Learning Standards, as well. The Lincoln Physical Education program is a comprehensive movement-exploration curriculum of self-testing tasks, rhythms, dance, sport skills, and games that promote lifetime fitness, health and a positive image for each participant. In Music, our school offers both vocal and instrumental instruction. Students are exposed to a variety of music, rhythm, movement, and dance. They also have an opportunity to join the district’s elementary band or orchestra and receive individual, small group, and whole group instruction. Our Fine Arts program engages students in drama, visual arts, poetry, and dance activities. Our specialists in these areas integrate core curriculum into their respective areas of instruction.

2. Lincoln’s Reading Curriculum

Lincoln Elementary School uses a comprehensive and balanced reading approach which is research-based, standard-aligned, and combines skill development with great literature and language-rich activities. The third grade teachers use the Scholastic Reading program, and

Harcourt Brace is used in the 4th and 5th grades. Our literacy program involves reading, writing, grammar, spelling, speaking, and listening. To enhance the curriculum, supplemental materials and services have been integrated. They include, but are not limited to, trade books, the Scholastic Shoe Box library, take-home books, weekly current events newspapers, phonics, Accelerated Reader, Title I Reading, Special Education Resource, Speech and Language Therapy, accelerated programs, and regular use of library/computer lab services. Common reading assessments such as AR, SRI, end-of-the-selection tests, and unit tests are emphasized in our building. Data comparison of these assessments is used in our school improvement process to evaluate student performance and drive our improvement action plan.

Students engage in read-alouds, shared reading, guided reading, literature circles, and independent reading opportunities. Teachers apply best practices to develop key reading strategies and build vocabulary knowledge. The staff uses a variety of whole class, small group, and individualized instruction to meet the diverse learning needs of all students. Close communication and collaboration among all staff provide reinforcement of skills and remedial support. This support provides individual and small group learning opportunities so all children can become successful readers.

3. Lincoln's Writing Curriculum

Lincoln School has always believed in the importance of good writing skills. In the past, the Lincoln staff was teaching the mechanics of writing through the use of Daily Oral Language and grammar textbooks. Students were also engaged in journal and letter writing, including writing to pen pals, and writing of various subject reports. After reviewing our data and standardized scores in writing, the staff decided that a school-wide structured and systematic approach to teaching writing was necessary to improve student performance. In order to find the right approach, we looked at other schools that were having success in writing and discussed their strategies and techniques with them in detail.

A decision was made to implement Judith Gould's Four-Square Writing Method as a major component of our language arts program. A strong commitment to staff development was essential to the success of the Four-Square Writing Method. This training took place during our extended Wednesday staff meetings, and the method was embraced school-wide.

Persuasive, expository, and narrative writings were integrated into different units of study in reading, science, and social studies. Weekly practice was devoted to these types of essays. Students were taught to use the ISAT writing rubric to evaluate their writings. Each month, we devoted one day to PEN Day. On this day, all students were given a writing prompt and asked to develop it within a forty-minute setting. This practice helped students and staff to monitor student progress and prepare students for the actual testing situation they would encounter during ISAT testing.

Ultimately, student success in writing has soared. Collaboration between Lincoln School and our K-2 sister school, Jefferson Elementary, will assist us in keeping this success alive. Our success in writing proves that all students can learn, and our staff strives to provide students with opportunities to communicate in a variety of ways.

4. Instructional Methods

Knowing that students have different learning styles and multiple intelligences, teachers use a variety of instructional methods and strategies to reach all learners. Teachers routinely present visual, auditory, kinesthetic, and tactile lessons within the classroom setting. Direct instruction and modeling to the whole group, small groups, and individuals can be observed in the classrooms as well as cooperative learning, peer tutoring and independent study. Teachers provide adequate guided practice to reinforce concepts taught, followed by independent practice.

To support student learning, collaboration between the classroom teachers and all specialists has proven to be an essential component of the success of our students. These specialists include: the P.E., Music, and Fine Arts teachers, Special Education teachers, Title I reading support teacher, and Speech & Language Pathologist. Other support personnel who enhance our learning environment include the librarian, computer aide, Title I program aide, Americorps aides, and parent volunteers.

Other common practices used at Lincoln School include:

- Quality Tools
 - Student data portfolios
 - Graphing of assessment results
 - Plus/Delta charts for reflection and improvement
 - Student Goals and Action Plan
 - School-wide pledge
 - Graphic Organizers
 - Flow charts
- Technology
 - Cable and Internet access
 - TV / VCRs, LCD Projectors, T-Views,
 - Scanners and printers
 - Listening stations and video-taping
- Project SOON (after school tutoring)
- Experiential learning
 - Conflict Resolution training
 - Anti-bullying training
 - Assemblies and guest speakers
 - Field trips
 - Community service projects, such as food drives
- Four-Square writing
- Six-step problem solving method
- Arithmetic Done Daily
- Daily Oral Language
- Learning centers
- Reduction of class size through grant acquisition
- Word Walls

5. Professional Development Program

Lincoln School is proud of its professional development programs that have impacted student achievement. Tenured master teachers are assigned to new teachers to assist them in developing their instructional techniques and skills. This mentor program also acclimates new teachers to the school's curriculum, policies, procedures, and state learning standards. This role-modeling has a positive impact on student achievement.

The entire staff at Lincoln School is engaged in professional development. Topics for professional growth are determined each year based on our School Improvement Plan. Teachers are also encouraged to attend conferences, workshops, and training sessions pertinent to the students' needs. Information learned from these trainings positively impact student learning.

Ongoing training is received from a variety of venues, including Sterling Schools' Summer Symposium, Regional Office of Education, university graduate-level courses, and educational seminars and conferences offered locally and nationally. This investment in ongoing training has produced a resource of teachers as in-district consultants. Training in best practices in teaching and learning has proven to increase student achievement.

Teacher institute days and early-outs allow for guest speakers and professional presenters to provide staff development. Topics for these trainings have included ISAT Language Arts and Math rubrics, Accelerated Reader, Scholastic Reading Inventory, Four-Square Writing, Quality Tools, Framework for Understanding Poverty, Standards Aligned Classroom Initiative (1st year and 2nd year teams), Integrating Technology in the Classroom Curriculum, K-12 Alignment, and Grade-level networking. We firmly believe that this strategy for professional training has contributed to improved test scores.

Subject Math **Grade** 3 **Test** Illinois Standards Assessment Test (ISAT)
Edition/Publication Year 1999-2004 **Publisher** Illinois State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	98	100	98	97	93
% At or Above Meets Standards	90	84	77	82	71
% At or Above Exceeds Standards	44	26	22	23	11
Number of students tested	115	43	51	39	45
Percent of students tested	100	100	100	100	98
SUBGROUP SCORES					
1. White					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	99	100	97	96	NA**
% At or Above Meets Standards	89	86	81	86	NA**
% At or Above Exceeds Standards	48	35	28	31	NA**
Number of students tested	91	29	32	29	NA**
2. Hispanic					
% At or Above Warning	100		100		NA**
% At or Above Below Standards	94		100		NA**
% At or Above Meets Standards	94		66		NA**
% At or Above Exceeds Standards	31		13		NA**
Number of students tested	16	9*	15	9*	NA**
3. Students with Disabilities					
% At or Above Warning	100	100			NA**
% At or Above Below Standards	96	100			NA**
% At or Above Meets Standards	80	75			NA**
% At or Above Exceeds Standards	28	8			NA**
Number of students tested	25	12	6*	7*	NA**
4. Low SES					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	96	100	100	100	NA**
% At or Above Meets Standards	88	74	74	64	NA**
% At or Above Exceeds Standards	29	13	13	14	NA**
Number of students tested	56	23	23	19	NA**
STATE SCORES (Overall)					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	93	93	93	92	90
% At or Above Meets Standards	79	76	74	74	69
% At or Above Exceeds Standards	33	31	30	28	23

*Subgroups of less than 10 are not reported by the state.

**In 1999-2000, subgroup data is not available.

Subject Reading **Grade 3** **Test** Illinois Standards Assessment Test (ISAT)

Edition/Publication Year 1999-2004

Publisher Illinois State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	98	100	98	98	95
% At or Above Meets Standards	71	68	53	65	67
% At or Above Exceeds Standards	25	16	10	15	9
Number of students tested	114	43	51	46	44
Percent of students tested	100	100	100	100	98
SUBGROUP SCORES					
1. White					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	98	100	100	100	NA**
% At or Above Meets Standards	76	79	66	71	NA**
% At or Above Exceeds Standards	28	24	16	21	NA**
Number of students tested	90	29	32	34	NA**
2. Hispanic					
% At or Above Warning	100		100		NA**
% At or Above Below Standards	100		93		NA**
% At or Above Meets Standards	50		33		NA**
% At or Above Exceeds Standards	13		0.0		NA**
Number of students tested	16	9*	15	9*	NA**
3. Students with Disabilities					
% At or Above Warning	100	100			NA**
% At or Above Below Standards	94	100			NA**
% At or Above Meets Standards	58	42			NA**
% At or Above Exceeds Standards	0.0	0.0			NA**
Number of students tested	24	12	6*	7*	NA**
4. Low SES					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	96	100	91	94	NA**
% At or Above Meets Standards	61	65	57	52	NA**
% At or Above Exceeds Standards	11	9	13	5	NA**
Number of students tested	56	23	23	14	NA**
STATE SCORES (Overall)					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	93	92	93	93	94
% At or Above Meets Standards	65	62	62	62	62
% At or Above Exceeds Standards	23	22	19	19	21

*Subgroups of less than 10 are not reported by the state.

**In 1999-2000, subgroup data is not available.

Subject Math **Grade** 5 **Test** Illinois Standards Assessment Test (ISAT)

Edition/Publication Year 1999-2004

Publisher Illinois State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	98	96	98	98	100
% At or Above Meets Standards	86	71	73	63	60
% At or Above Exceeds Standards	19	9	8	0	2
Number of students tested	120	45	48	49	45
Percent of students tested	100	100	100	100	92
SUBGROUP SCORES					
1. White					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	98	94	97	100	NA**
% At or Above Meets Standards	86	75	78	71	NA**
% At or Above Exceeds Standards	22	12	5	0	NA**
Number of students tested	86	33	37	34	NA**
2. Hispanic					
% At or Above Warning	100			100	NA**
% At or Above Below Standards	100			91	NA**
% At or Above Meets Standards	85			36	NA**
% At or Above Exceeds Standards	11			0	NA**
Number of students tested	27	9*	7*	10	NA**
3. Students with Disabilities					
% At or Above Warning	100		100	100	NA**
% At or Above Below Standards	89		90	88	NA**
% At or Above Meets Standards	61		60	50	NA**
% At or Above Exceeds Standards	0		10	0	NA**
Number of students tested	18	4*	10	11	NA**
4. Low SES					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	100	96	95	95	NA**
% At or Above Meets Standards	75	68	69	59	NA**
% At or Above Exceeds Standards	7	0	5	0	NA**
Number of students tested	44	22	19	22	NA**
STATE SCORES (Overall)					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	97	96	95	95	94
% At or Above Meets Standards	72	68	63	61	57
% At or Above Exceeds Standards	12	10	8	6	5

*Subgroups of less than 10 are not reported by the state.

**In 1999-2000, subgroup data is not available.

Subject Reading **Grade 5** **Test** Illinois Standards Assessment Test (ISAT)
Edition/Publication Year 1999-2004 **Publisher** Illinois State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	99	100	100	100	99
% At or Above Meets Standards	68	60	50	55	57
% At or Above Exceeds Standards	28	18	15	48	13
Number of students tested	120	45	48	49	45
Percent of students tested	100	100	100	100	92
SUBGROUP SCORES					
1. White					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	99	100	100	100	NA**
% At or Above Meets Standards	71	67	54	56	NA**
% At or Above Exceeds Standards	30	21	16	24	NA**
Number of students tested	86	33	37	34	NA**
2. Hispanic					
% At or Above Warning	100			100	NA**
% At or Above Below Standards	100			100	NA**
% At or Above Meets Standards	63			45	NA**
% At or Above Exceeds Standards	19			9	NA**
Number of students tested	27	9*	7*	11	NA**
3. Students with Disabilities					
% At or Above Warning	100		100	100	NA**
% At or Above Below Standards	65		100	93	NA**
% At or Above Meets Standards	39		30	23	NA**
% At or Above Exceeds Standards	11		10	10	NA**
Number of students tested	18	4*	10	11	NA**
4. Low SES					
% At or Above Warning	100	100	100	100	NA**
% At or Above Below Standards	100	100	100	100	NA**
% At or Above Meets Standards	59	50	37	50	NA**
% At or Above Exceeds Standards	11	9	11	9	NA**
Number of students tested	44	22	19	22	NA**
STATE SCORES (Overall)					
% At or Above Warning	100	100	100	100	100
% At or Above Below Standards	98	99	99	99	100
% At or Above Meets Standards	61	60	59	59	59
% At or Above Exceeds Standards	25	23	22	25	20

*Subgroups of less than 10 are not reported by the state.

**In 1999-2000, subgroup data is not available.