

# ***2006-2007 No Child Left Behind - Blue Ribbon Schools Program***

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## *U.S. Department of Education*

Type of School: [ ] Elementary [ X ] Middle [ ] High [ ] K-12 [ ] Charter

Name of Principal: Mr. Ryan Mollet

Official School Name: Central School

School Mailing Address: 620 Greenwood Avenue  
Glencoe, IL. 60022-1650

County: Cook County

State School Code Number: 140160350020001

Telephone: 1 (847) 835-7610

Fax: 1 (847) 835-7605

Web site/URL: www.glencoecentral.org

E-mail: molletr@glencoeschools.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.

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(Principal's Signature)

Date

Name of Superintendent: Dr. Cathlene Crawford

District Name: Glencoe School District 35

Telephone: 1 (847) 835-7810

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.

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(Superintendent's Signature)

Date

Name of School Board

President/Chairperson: Ms. Catherine Schulte

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.

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(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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

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All data are the most recent year available.

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

1. Number of schools in the district:       2   Elementary schools  
   1   Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
   \_\_\_\_\_ Other  
   \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure:      \$ 12,936   
     Average State Per Pupil Expenditure:  \$ 9,099

**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. Four 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				7	72	75	147
K				8	91	74	165
1				9			
2				10			
3				11			
4				12			
5	75	78	153	Other			
6	88	74	162				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>627</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |            |                                |
|------------|--------------------------------|
| 96%        | White                          |
| .8%        | Black or African American      |
| .6%        | Hispanic or Latino             |
| 2%         | Asian/Pacific Islander         |
| 0%         | American Indian/Alaskan Native |
| <b>99%</b> | <b>Total</b>                   |

7. Student turnover, or mobility rate, during the past year:   2   %

8. Limited English Proficient students in the school:   .2   %  
    1     Total Number Limited English Proficient  
 Number of languages represented:   1    
 Specify languages:

9. Students eligible for free/reduced-priced meals:   .2   %  
 Total number students who qualify:     1    

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   %  
  130   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>  4  </u> Autism                | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness               | <u>  20  </u> Other Health Impaired               |
| <u>    </u> Deaf-Blindness         | <u>  80  </u> Specific Learning Disability        |
| <u>  9  </u> Emotional Disturbance | <u>  11  </u> Speech or Language Impairment       |
| <u>    </u> Hearing Impairment     | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Mental Retardation     | <u>    </u> Visual Impairment Including Blindness |
| <u>  6  </u> Multiple Disabilities |   |

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

<b>Number of Staff</b>		
	<b>Full-Time</b>	<b>Part-Time</b>
Administrators	2	
Classroom Teachers	50	2
Special Education/Specialists	16	
Paraprofessionals	15	1
Support Staff	6	
<b>Total Number</b>	<b>89</b>	<b>3</b>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	93%	94%	94%	94%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	9%	10%	16%*	4%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

\* Indicates an unusually high turnover rate that was a result of the retirement of seven Central School teachers.

## PART III - SUMMARY

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Central School is a fifth through eighth grade learning facility located in Glencoe, Illinois, approximately twenty miles north of Chicago. As indicated on the United States Census from the year 2000, the typical Glencoe resident is employed in a professional field and holds an advanced degree. Information taken from the 2004 Illinois School Report Card indicates that racial and ethnic information reflects minimal diversity with ninety-five percent of the student body being white. The remainder of the population falls in the category of Black, Hispanic, or Asian/Pacific Islander. Average class size is twenty; there is a ninety-three percent attendance rate; and no students were considered chronically truant. To date, Central School has sixty-eight certified faculty members, two secretaries, six custodians, and sixteen teacher associates. Central School educates the *whole* child to maximize creative and critical thinking skills and, as such, we use the following mission statement to help guide decision-making:

**The mission of the Glencoe School District is to provide each child with the soundest possible educational foundation for life-long learning as a socially responsible member of a global society by dedicating resources toward the development of the whole child within a secure school environment.**

Learning activities implemented at Central School are integrated, developmental and multi-disciplinary. Classroom experiences are designed to engage students in authentic and meaningful learning, which can be applied to real-world situations. Special programs designed to promote the full social, emotional, creative, and physical development of each child augments the core academic program. These programs include: modern language, art, music, physical education, a library learning center, and two technology laboratories that support and enhance preexisting curriculum. Support services are also available through the special education department, which includes teachers of learning and social/emotional disorders, a speech/language pathologist, two school social workers, and a school psychologist. Additionally, Central School provides two, self-contained special education classrooms that are designed to meet the educational needs of students with significant delays. Seven District #35 students attend these classes, as well as regular education classes as appropriate. Additional special education services are supplemented through the District's membership in the cooperative, North Suburban Special Education District (NSSSED). Out-of-District placements and additional in-district support services are provided through this cooperative.

The instructional and administrative functions of the overall educational program are strengthened and supported by technology. A standing District technology committee collaborates on an ongoing basis to plan, implement and oversee the integrated use of technology within the curriculum. To these ends, the committee maintains a technology training program (available to staff and parents), and an infrastructure which includes multimedia labs and classrooms, local and wide-area networks, automated library services and on-line telecommunications.

Each member of the Central School staff applies his/her unique approach to implementing curriculum objectives. The variety of teaching styles and techniques allow students to experience cooperative, individualized and teacher-directed learning. Through field trips and school-based programs, students at Central School take advantage of the many resources in the greater Chicago area. In conjunction with specific units of study, students visit sites such as The Art Institute of Chicago, The Grove, and The Field Museum of Natural History. The Cultural Arts program, sponsored by the PTO, brings various performers to the school and provides an authentic involvement by grade level with classical music, fine arts, and theater. In addition, students of Central school experience a reenactment of specific battles of the Civil War, a variety of musical performances, and several presentations from experts in numerous academic fields.

Education at Central School is viewed as a collaborative process between the school, students, and parents.

Early in the fall “Go-to-School-Night” affords parents an opportunity to meet their child’s teaching team and learn about the experiences their child will encounter during the coming school year. Parent-teacher conferences are held twice each year and ongoing communication is expected.

Central School benefits from the countless volunteer hours of dedicated parents. An active PTO raises funds and provides the support for enrichment activities such as Cultural Arts trips and presentations, social activities, and the year-end graduation party. Additionally, the PTO funds yearly grant requests for student clubs and activities such as Math and Science Explorers, Creative Writing, Homework Assistance, and Literary Magazine. The years at Central School provide rich opportunities for students to study, learn, and apply what they have acquired in sophisticated ways that allow them to develop life-long interests and career goals.

Finally, Central School values the ongoing articulation and planning with New Trier High School, which enables it to properly prepare and place students in accordance with established expectations.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

**1. Assessment Results:** The *Illinois Standards Achievement Test (ISAT)* is administered on a yearly basis and is designed to measure student and school achievement levels as they relate to the Illinois Learning Standards. Students are tested in the areas of math, science, reading, and writing. For the purpose of this application, we are only focusing on Reading and Math. Each category is divided into two or three subtests with scores reported using a scaled assessment system. Student results are then designated with one of the following rankings: Academic Warning, Below Standards, Meets Standards, or Exceeds Standards. Each subtest has a different scaled range that varies by grade level. Furthermore, the Illinois State Board of Education identifies performance levels for specific grades, and disaggregates testing results for specific subgroups of students. Central School has one subgroup as identified by the state, special education.

Central School is dedicated to ensure that all students master the appropriate grade level and subject specific Illinois Learning Standards. As a result of this dedication, our students, on a consistent basis, demonstrate exceptional levels of proficiency. The following table represents the percentage of fifth and eighth grade students meeting or exceeding standards for the reading and math portions of the ISAT tests for the previous three school years. In addition, subgroup scores for students in our special education program are identified in parenthesis.

	<b>2005/2006</b>	<b>2004/2005</b>	<b>2003/2004</b>
Reading	95% (83%)	91% (75%)	89% (70%)
Math	96% (83%)	93% (70%)	91% (64%)

As indicated by the preceding table, our fifth and eighth grade students, over the past three school years, have performed at exceptional levels. The average reading score indicates that ninety-one percent of our fifth and eighth grade students met or exceeded state determined learning standards. In addition, on average, seventy-six percent of our students falling within our one subgroup met or exceeded these same standards. Although fifteen percentage points lower than our combined score, Central School is pleased at the current performance levels of our one subgroup, as these students are successfully achieving, despite the significant learning challenges they face.

The subject of mathematics continues to be an area of strength for the students of Central School. As identified above, on average, ninety-three percent of Central School fifth and eighth grade students meet or exceed state determined learning standards. In addition, on average, seventy-two percent of our students falling within our one subgroup met or exceeded these same standards. Although twenty-one percentage points lower than our combined score, Central School is pleased at the current performance levels of our one subgroup, as these students are successfully achieving, despite the significant learning challenges they face.

During the 2005-2006 school year, sixth and seventh grade students were tested in the areas of mathematics and reading. This was the first year that these grade levels were assessed and Central School is pleased with the results. Reading scores indicate that ninety-seven percent of sixth grade students and ninety-four percent of seventh grade students either met or exceeded state determined learning standards. In addition, ninety-seven percent of sixth grade students and ninety-four percent of seventh grade students either met or exceeded state determined learning standards in the area of mathematics.

If interested, additional information on the Illinois Standards Achievement Test can be found at the following web address: [www.isbe.net](http://www.isbe.net).

**2. Using Assessment Results:** Central School values and recognizes the benefit that data driven decision-

making can have on student achievement. As such, building and district level administrators analyze student scores on an ongoing basis. The intent of this practice is to identify areas of strength and weakness within our established curriculum. When such a trend is identified, this information is conveyed to the subject related curriculum committees and these committees brainstorm ideas to strengthen what is already working and develop strategies to improve upon areas of deficiency. During these curriculum committee meetings, teachers review the identified trends and examine curriculum goals and objectives to ensure that all Illinois Learning Standards are covered. If, in this review process, it is determined that a specific standards is not covered, the curriculum will be revised. If a deficient standard is already covered, professional development in the area of concern will be provided for specific grade level teachers to enhance instructional practice.

In addition, Central School uses assessment data to ensure that all students within our one subgroup are meeting state standards. Although many of these students have diagnosed learning disabilities, Central School truly believes that all students can learn. As such, intervention related curriculum has been identified as being necessary to help close the achievement gap that was discussed in the previous section. As a result, Central School, beginning in the spring of 2007, will initiate a language arts program that is scientifically based and designed to strengthen specific skill areas.

**3. Communicating Assessment Results:** Performance levels on all state mandated assessments are reported annually to the Board of Education. Information presented includes percentages of students falling within each of the rankings identified in the Assessment Results section, as well as comparisons to previous school years. Specific grade level cohort information is also identified and assumptions about progress are identified. After this information is presented to the Board of Education, the local newspaper reports grade level outcomes and makes comparisons to local and surrounding communities. It is also important to note that individual student scores are reported to the families with rankings provided. Lastly, Central School utilizes and supports a comprehensive web page ([www.glencoecentral.org](http://www.glencoecentral.org)) that is designed to communicate performance data with all constituents.

Central School uses a variety of methods to communicate student performance. During the 2004/2005 school year, Central School implemented a web-based reporting program that allowed parents and students to access progress reports using a secure, password-protected site. The inclusion of this web-based technology allows parents to monitor progress at their convenience and provides students with the opportunity to receive consistent feedback on classroom achievement. In addition, students continue to receive quarterly report cards that are distributed to each family and maintained in each student's cumulative folder.

**4. Sharing Success:** Central School believes that techniques and practices that allow for success should be shared and that a good idea must not be isolated to one classroom, one school building, or one district. As such our superintendent, assistant superintendent and building principals all attend township leadership meetings to discuss specific township related issues. At the forefront of these meetings are student achievement and ways to improve our success in meeting the needs of all our students. During said meetings, Central School offers suggestions of methodology that we have found effective and have asked for advice in dealing with complex issues from other school districts. In addition, Central School has hosted focus groups from outside the township looking to better their educational programming, and the building principal has been interviewed several times about professional development practice and effective pedagogy.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** Adhering to the current educational practice of meeting students' individual learning needs, District 35 and Central School embrace the Curry-Samara Model for varied and balanced instruction, curriculum, and assessment. This framework is built around higher order creative and critical thinking skills. Infused within each curricular area are intellectual standards applied to thinking and questioning. Students learn to evaluate their own reasoning when working within each curricular area. Technological tools are plentiful, and are kept current and easily available, so that students may locate, analyze, evaluate, interpret, and communicate information and ideas in every curricular area.

Writing, reading, public speaking, grammar, and word study are major components of the balanced literacy curriculum in fifth through eighth grades. Students discover the interrelationship of the various areas of literacy and also apply that knowledge across the curriculum. A mix of classic and modern literature and learning to write in varied genres round the literary experiences offered.

Mathematics employs a spiral approach in which teachers introduce new materials and review previously taught concepts using Everyday Mathematics in fifth and sixth grades. Seventh and eighth graders are exposed to probability, statistics, geometry, algebra, logic, data analysis, percents, decimals, and fractions on a regular basis, also utilizing the spiral approach. Individual student abilities are dealt with through optimal enrichment materials, fluid groupings, and math assistance classes. Those who have met certain criteria, including scores obtained on standardized tests and teacher recommendations, are eligible to take the pre-algebra/algebra course sequence. An Extended Mathematics Program functions as a self-contained mathematics class for students whose exceptionally strong mathematics skills are identified in fifth through eighth grades. This curriculum goes well beyond the required mathematics curriculum.

Three strands of life, physical and earth sciences are offered in each grade level addressing the doing of science and elements of technological design. Science units are designed to develop learners in the inquiry process. Unifying themes and essential questions link the experiences into more meaningful sequences.

In social studies, each grade level's essential question guides the yearly scope of study units. Unit questions and performances are arranged into strands of political science, economic systems, history, geography, social science, and recurring problem solving issues. Students acquire tools integral to the program, including research, expository and persuasive writing, discussion, critical thinking and questioning, public speaking, and geography skills that lead to problem solving and decision-making. An alternative curriculum has been established for students who thrive on personal choice and kinesthetic learning. The Humanities program links literature and social studies together and is offered to selected students based on past performance and parent and teacher recommendations.

Central's visual arts curriculum has been highlighted in Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools, published in 2001 by Addison Wesley Longman, Inc. In-depth involvement is a critical factor for performance in art. Most projects are extended in length and frequently include a series of steps or processes that culminate in a significant finished art statement. A basic theme is assigned, which each student is required to interpret in his/her own way. There is emphasis on the development of personal taste and style. Most mediums are explored throughout the four years in Central School. Further, our visual arts program includes collaboration with our technology program that allows skills to be developed in both fields.

Spanish and French are taught to all students in fifth grade. At the end of fifth grade, students decide which language to continue in sixth through eighth grades. The goal of the program is to produce enthusiastic and capable speakers of the target languages. Lesson study among teachers has allowed for on-going examination of current instructional practices, extended curricular opportunities and increased

understanding of the total program offerings.

**2. Reading:** The school's reading curriculum is closely intertwined with writing and the social studies curriculum. In addition to the ongoing active independent reading program, which requires students to read a number of quality books at their ability and interest levels outside of the required curriculum, novels are read in reading, writing, and social studies courses. Philosophically, educators weave the subject areas together to bring increased meaning to activities and projects. In fifth and sixth grades, students use reading to identify, extend and intensify interests and, therein, gain deeper understanding of the self and others. Students develop strategies to monitor reading for comprehension. This program is flexible and utilizes a wide variety of instructional materials. Students continue to build on the foundations of reading skills developed at earlier stages. The major areas of reading emphasized include vocabulary, comprehension, reference and study skills, and literary skills. In seventh and eighth grades, students are acquainted with the best literature available for their age group, including classics and outstanding contemporary adolescent literature. All students read some of the literature used in each grade level classroom. During the study of such works, students develop their interpretive abilities and use higher level thinking skills to become more thoughtful and discriminating discussants skilled in the process of shared inquiry. Critical reading skills, which search for author's purpose, assumptions, implications, and key concepts, are incorporated at each level to develop students' reasoning skills.

**3. Additional Curriculum Area:** Central School students are challenged fully to realize physical, social, and cognitive abilities. Unique learning styles are nurtured, as well as students' special interests, strengths, and pace. A solid foundation is provided for the next phase of education and for learning throughout life. Therefore, skills and the appreciation of the fine arts are developed with the same attention as the other core academic curriculum. This value is deeply imbedded in the culture of the school community. In fifth grade, every student chooses either an orchestral or band instrument to study for the year. Each student at Central School has the opportunity to learn to perform, create and appreciate music. "The study of music helps to provide students a unique vehicle for achieving excellence either alone or in cooperation with others. Some discover talents leading to careers in music; all will find that music can enrich their lives." (National Music Educators Conference) Students perform regularly for audiences of parents, their fellow Central students and staff. In sixth grade, students may choose to continue their instrumental music study. There are a host of other choices including visual art, drama, vocal music, technology lab, students may select in addition to the academic core curriculum in all grade levels at Central School. Central seems unique in its long history of encouraging the arts as part of the whole school experience for every child, even those with special learning challenges.

**4. Instructional Methods:** To improve student learning, Central School incorporates various methodologies and strategies. In its belief to educate the whole child and attend to individual needs of students, instructional decisions are made considering Dr. Mel Levine's neurodevelopmental constructs of mind. A child's strengths are emphasized in this approach, when students' progress is examined in language, attention, temporal sequential ordering, memory, neuromotor functions, social cognition, and higher order cognition. Students are taught about their own strengths and learning challenges in an attempt to demystify their differences in learning. It is important to Glencoe educators that students understand how they learn best, and what they can do to improve their own chances for success. Evidence for their learning is gathered as well as day-to-day observable phenomena to identify underutilized strengths and breakdowns in the learning process. This year, a series of curriculum-based measurements in reading fluency have added to the quest for data which will drive instructional decision-making. Teachers are tracking the progress of students and learning to use this data in their daily instructional planning. Our problem solving meetings to discuss students who present challenges have improved over recent years to include a universal district language for creating accommodations and interventions to support students' academic success. In the true sense of differentiation, all learning styles, affinities, interests, and strengths are honored and considered in the planning of day-to-day instruction.

**5. Professional Development:** There are several ways professional development is encouraged within the district and school. First, there is a “Glencoe University,” a stimulating environment for teachers and administrators to share knowledge, experience, and enthusiasm in the interest of meaningful reform. Sharing the wealth in this way, staff members may instruct their peers in academic or technological areas of expertise and high interest. Recent winter term classes have included Special Education topics such as writing measurable goals or the sharing of real examples of inclusion. There is an established book club as a jigsaw learning project where teachers read several new classics of age-appropriate literature, then share amongst the group for future instructional choices. SMARTBoard technology, web page creation, and digital graphics and editing are more examples of classes recently offered. The principals of Central are offering a leadership class to encourage staff members to improve their time management and own leadership skills. The second type of professional development offered staff comes through regularly scheduled Teacher Institute Days, hosted by the district Staff Development Committee. A year in advance, the committee selects presenters or school based workshops that will enhance instruction in the areas of current initiatives. For the past several years, differentiated instruction has been the focus. Recent presenters have included Dr. Mel Levine, Dr. Edward Hallowell, and Dr. James Curry. Central School has offered building based professional development based on the teachings of these types of presenters. Book talks and specialized training strengthen instructional efforts. Thirdly, released time training allows teachers to be excused from regular duties so that in-house training can occur for each staff member. In the area of balanced literacy, Jerry Michel from Gretchen Courtney and Associates, Ltd., has met with building teams one grade level at a time. Related topics of writing and reading have been emphasized. The fourth way the school and district offer professional growth is through summer academies designed to meet the needs of staff in support of initiatives. In the past summer differentiated learning was the topic of three workshops. Specific instructional areas were also highlighted. Attendance for these is usually very high, with approximately 70% of the school’s teaching corps present. Finally, District 35 provides a tuition reimbursement program to aid teachers in pursuing advanced academic studies in order to stay current in their fields.

# PART VII - ASSESSMENT RESULTS

## CENTRAL SCHOOL ISAT RESULTS READING (GRADES 5-8)

Test: *Illinois Standards Achievement Test*

### GRADE 5

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
<b>SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	92%	89%	87%	83%	92%
% "Exceeding" State Standards	46%	38%	61%	50%	49%
SUBGROUP SCORES (Special Education)					
% "Meeting" plus "Exceeding" State Standards	76%	75%	64%	48%	73%
% "Exceeding" State Standards	24%	21%	36%	20%	21%

### GRADE 6

	2005-2006
Testing Month	March
<b>SCORES</b>	
% "Meeting" plus "Exceeding" State Standards	97%
% "Exceeding" State Standards	46%
SUBGROUP SCORES (Special Education)	
% "Meeting" plus "Exceeding" State Standards	84%
% "Exceeding" State Standards	19%

### GRADE 7

	2005-2006
Testing Month	March
<b>SCORES</b>	
% "Meeting" plus "Exceeding" State Standards	94%
% "Exceeding" State Standards	34%
SUBGROUP SCORES (Special Education)	
% "Meeting" plus "Exceeding" State Standards	83%
% "Exceeding" State Standards	20%

### GRADE 8

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
<b>SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	97%	95%	90%	96%	93%
% "Exceeding" State Standards	28%	29%	23%	36%	32%
SUBGROUP SCORES (Special Education)					
% "Meeting" plus "Exceeding" State Standards	88%	82%	74%	74%	81%
% "Exceeding" State Standards	9%	12%	6%	5%	14%

**CENTRAL SCHOOL ISAT RESULTS  
MATH (GRADES 5-8)**

Test: *Illinois Standards Achievement Test*

**GRADE 5**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
<b>SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	95%	93%	92%	92%	93%
% "Exceeding" State Standards	41%	33%	35%	24%	32%
<b>SUBGROUP SCORES (Special Education)</b>					
% "Meeting" plus "Exceeding" State Standards	81%	67%	69%	58%	72%
% "Exceeding" State Standards	26%	11%	8%	0%	15%

**GRADE 6**

	2005-2006
Testing Month	March
<b>SCORES</b>	
% "Meeting" plus "Exceeding" State Standards	97%
% "Exceeding" State Standards	34%
<b>SUBGROUP SCORES (Special Education)</b>	
% "Meeting" plus "Exceeding" State Standards	83%
% "Exceeding" State Standards	10%

**GRADE 7**

	2005-2006
Testing Month	March
<b>SCORES</b>	
% "Meeting" plus "Exceeding" State Standards	94%
% "Exceeding" State Standards	61%
<b>SUBGROUP SCORES (Special Education)</b>	
% "Meeting" plus "Exceeding" State Standards	75%
% "Exceeding" State Standards	42%

**GRADE 8**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
<b>SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	98%	93%	86%	90%	89%
% "Exceeding" State Standards	80%	65%	51%	55%	58%
<b>SUBGROUP SCORES (Special Education)</b>					
% "Meeting" plus "Exceeding" State Standards	91%	70%	57%	52%	68%
% "Exceeding" State Standards	47%	33%	22%	24%	27%

The Following table represents the total number of fifth and eighth grade students eligible to take an Illinois State mandated assessment. In addition, the percent of students not taking a test is also identified.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Total # of 5 <sup>th</sup> and 8 <sup>th</sup> Grade Students	NA	317	313	280	335
Total % of 5 <sup>th</sup> and 8 <sup>th</sup> Grade Students Not Tested in State Testing System	NA	.3	0	MA-1.8 RD- .9	MA-.7 RD-.7