

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

U.S. Department of Education

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

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

Official School Name Grove Avenue School
(As it should appear in the official records)

School Mailing Address 900 South Grove Avenue
(If address is P.O. Box, also include street address.)

Barrington IL 60010-5023
City State Zip Code+4 (9 digits total)

County Lake State School Code Number* 34-049-2200-26

Telephone (847) 381-1888 Fax (847) 304-3922

Web site/URL http://gr.cusd220.lake.k12.il.us E-mail ckalogeropoulos@cusd220.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. Mary Herrmann
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Unit School District 220 Tel. (847) 381-6300

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. Jeffrey Nordquist
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

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

All data are the most recent year available.

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

1. Number of schools in the district: 8 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 1 Other (Early Childhood Center)
- 12 TOTAL
2. District Per Pupil Expenditure: \$10,667
 Average State Per Pupil Expenditure: \$8,786

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. 22 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	4	3	7	7			
K	48	24	72	8			
1	43	42	85	9			
2	46	46	92	10			
3	54	34	88	11			
4	43	36	79	12			
5	46	54	100	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							523

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>72</u> | % White |
| <u>3</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>18</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 6% (2005/2006 school year)

[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	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1, 2005	502
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0578
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 4 %
19 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: German, Japanese, Korean, Polish, Spanish, Urdu

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 30

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: $\frac{17}{89}$ % 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>9</u> Autism	<u>6</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>5</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>19</u>	<u>4</u>
Special resource teachers/specialists	<u>13</u>	<u>3</u>
Paraprofessionals	<u>14</u>	<u>2</u>
Support staff	<u>11</u>	<u> </u>
Total number	<u>58</u>	<u>9</u>

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 25:1

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	96 %	96 %	96 %	95 %	96 %
Daily teacher attendance	97 %	95 %	97 %	97 %	98 %
Teacher turnover rate	3 %	0 %	12 %	3 %	6 %
Student dropout rate (middle/high)	n/a %				
Student drop-off rate (high school)	n/a %				

PART III - SUMMARY

Grove Avenue School is part of Community Unit School District 220 which includes an early childhood center, eight elementary schools, two middle schools and a high school. The district covers a seventy-two mile area in a country-suburban setting approximately forty miles from Chicago. While most heads of household are commuting professional or business people, there are pockets of less affluence in the district as well.

Grove Avenue School has served as a recognized symbol of quality education for fifty-three years in this community. Our enrollment of 523 K-5 children represents wide diversity in family background and cultural heritage. Grove is home to three district self-contained special education programs which creates a portrait of even greater student diversity. These classrooms include an early childhood five year old program; a self-contained autistic classroom; and a self-contained learning disabilities program. The children from these programs colorfully strengthen the richness of our student body. We are a better school because of our student diversity.

Our Grove Family is committed to attaining the goals in our mission statement...*to respect the needs of each child and to create a nurturing learning environment that fosters compassion, curiosity, self-discipline, independence and confidence.* We want this mission to apply not only to the children, but also to our staff so that they, too, are working in a challenging, yet nurturing environment..

To accomplish this important mission, the Grove staff partners with parents and community members in our work and is guided by seven powerful belief statements that serve as the compass in our journey of learning. These belief statements are posted in every classroom and common area of our school and keep us fully accountable in our work.

The belief statements of Grove Avenue School are:

- Grove Avenue School is a community of learners connected by mutual caring in an intellectually challenging environment.
- Our school recognizes, values and nurtures the uniqueness of each member.
- Our school fosters positive self esteem and responsible citizenship.
- Our school strives to develop awareness, understanding and respect for cultural and social diversity.
- Our school promotes meaningful learning through active participation, choice and reflection.
- Our school empowers learners with strategies and skills for lifelong success.
- Learning is a responsibility shared by our students, parents, staff and community members.

These belief statements guide our work at Grove Avenue School as we address the unique needs of our students intellectually, socially, emotionally and physically in order to empower each child to be the best he/she can be. We focus on each child's strengths to guide the way. Our work leads to significant success because of the partnership we form with students, staff, parents and community members to get the job done. We are never totally satisfied with our work because we know we can always strive for further greatness for a particular child or a group of them. This quest leads to growth and renewal every year for both teachers and students.

In summary, Grove is a great place to learn because of our constant quest for excellence in providing the best educational opportunities we can for children. It is our goal to help every child to be the best he/she can be.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Public school students in Illinois participate in our state's Illinois Standards Achievement Test (ISAT). Third, fourth and fifth grade students are tested in reading and math and in fourth grade students are also tested in science. Since there are not three consecutive years of test data for fourth graders due to changes in the testing schedule, they will not be included in this analysis. ISAT assessments evaluate our students' progress in mastering the Illinois Learning Standards. Students' results are reported using four categories.

- Exceeds Standards – Student work demonstrates advanced knowledge and skills.
- Meets Standards – Student work demonstrates proficient knowledge and skills.
- Below Standards – Student work demonstrates basic knowledge and skills.
- Academic Warning – Student work demonstrates limited knowledge and skills.

A more thorough explanation of these can be obtained at www.isbe.net/assessment.

On the 2006 ISAT Reading Test, 87% of the third graders of Grove scored at the meets/exceeds level. This included 46% of third grade students with IEPs. On the 2006 ISAT Reading Test, 95% of fifth graders scored at the meets/exceeds level. This was an increase from 2005 when 87% scored at the meets/exceeds level. Fifth grade students with IEPs demonstrated strength with 86% scoring at the meets/exceeds category.

Another subgroup monitored is our Asian student group. In this category 76% of Asian third graders scored at the meets/exceeds level in reading; and in fifth grade, 100% scored at the meets/exceeds level. In fact, 79% of these students scored at the exceeds level.

On the 2006 ISAT Math Test, 99% of the third graders of Grove scored at the meets/exceeds level. This high level of achievement has been maintained for three years. In third grade, 82% of the students scored at the exceeds level.

On the 2006 ISAT Math Test, 100% of the fifth graders of Grove scored at the meets/exceeds level. This is an increase from 92% and 93% scoring at that level in 2005 and 2004 respectively.

In Math, 46% of third grade students with IEPs scored at the meets/exceeds category. One hundred percent of third grade Asian students scored at the meets/exceeds category. On the 2006 fifth grade math test, one hundred percent of students with an IEP scored at the meets/exceeds category. One hundred percent of students in the Asian subgroup scored at the meets/exceeds category, including 64% scoring at the exceeds level.

The lower performance of students with IEPs is due to their individual learning challenges. However, it should be noted, that all students are given rigorous educational goals in order to maximize their learning and help them to continue to make gains in learning.

2. **Using Assessment Results:** The Grove staff understands that assessment data can be used to promote learning. Like athletic coaches, our teachers recognize the importance of using ongoing assessments to maximize learning by making instructional adjustments for their students based on the received student data.

In the fall, winter and spring of the year, third through fifth graders are tested on the Measure of Academic Progress Test (MAPS) which helps to determine each student's instructional level and academic growth in mathematics and reading. The test results are used by teachers to determine areas of strength for each learner as well as areas that need attention. Instructional goals are adjusted based on the general trends of student performance both individually and by clusters of students in a grade level.

Students in grades three, four and five take the Illinois Standards Achievement Test (ISAT) each spring. Students are tested in math and reading and in grade four students also are tested in science. Individual student results are studied to see trends in each child's learning and adjust instructional goals accordingly. As a school, general strengths and weaknesses of content growth are studied and used to modify instruction in each grade level. The ISAT test is linked to the benchmarks of learning that guide the design of our curriculum.

Student achievement on these exams is shared with parents and students so that all groups partner

together in attaining learning success. It is particularly meaningful for students to be invested in helping to formulate their learning goals. Students are identified through assessment analysis to receive additional learning help when warranted both during the school day and through an after school tutoring program. More significant intervention may occur for identified students through a case study analysis that may be initiated as a result of lower achievement.

Assessment data are also used to plan staff development programs in order to provide teachers with the most advanced ideas in teaching and to support their challenges in meeting the needs of every student.

3. Communicating Assessment Results: Information about student performance on the Illinois Standards Achievement Test is sent to parents through a prepared school report card. In this report parents receive comprehensive data about testing results at our school, our district and in the State of Illinois. Information about attendance, class size and per pupil expenditure is contained in this report. Specific information about each child's performance is contained on an accompanying report. The reports contain a thorough explanation to help parents understand information about their child's academic performance on the ISAT test. Parents are always encouraged to contact our school's teachers or principal if they have further questions about the test or want to discuss their child's performance in greater detail. ISAT results are also discussed during our fall parent teacher conferences. These conferences are attended by fourth and fifth graders in the fall and in the spring by third through fifth graders.

Student progress on the Measure of Academic Progress (MAPS) Test is shared with parents in reports in the fall and spring. A narrative report including graphs is shared with parents to keep them informed about their child's progress in math and reading. Parents are encouraged to contact their child's teacher and principal with any questions they have. Teachers often initiate conversations about particular students when they display slower than expected academic growth.

Student performance is shared at School Board Meetings, on our district's website (www.cusd220.org), and in the local and Chicago newspapers. General trends about student performance of Grove students are shared by the principal to members of the school's PTO; and also shared several times a year in articles written by the principal in our school's weekly parent newsletter.

4. Sharing Success: School ideas are shared with teacher colleagues across the district during grade level articulation meetings; curriculum committee subgroups; and district planning groups. There is an eagerness on the part of Grove teachers to also hear about successful instruction taking place in schools across our district. School idea sharing also occurs among principals and curricular leaders during weekly principal meetings.

Dr. Kalogeropoulos, our principal, made a presentation at the Illinois Reading Council Convention in the spring of 2005 about our school's most successful ideas for making positive growth in student reading.

It is important that our staff seek out ways to make presentations at state and national conferences so that more of our school's excellent ideas can be shared with other educators.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The instructional program of Grove Avenue School is guided by the Illinois State Standards which provide all of our students with fair and equitable educational opportunities. The learning benchmarks from our state lead our teachers to create instructional opportunities that are complex and rigorous for all learners.

Specific grade levels are not tied to the benchmarks so our students flexibly move to more difficult objectives whenever they master goals. Here is a brief synopsis of the core focus of each curricular area.

- **English/Language Arts:** In reading, our learners are taught to be actively engaged with print in order to construct meaning from a wide range of written materials. Children are taught to develop strong communication skills both as articulate speakers and discerning listeners. As writers, they develop the ability to communicate their thoughts with clarity. This requires the mastery of standard skills of grammar, usage, punctuation, spelling and handwriting. Many students are working on objectives above grade level.
- **Mathematics:** Students study a broad range of mathematical topics including arithmetic, measurement, algebra, geometry, probability and data interpretation. They are taught to recognize numerical relationships and patterns in their world. Finally, students receive opportunities to use higher level thinking skills during problem solving, and are encouraged to discover alternative strategies in their work. Many students are challenged by above grade level goals.
- **Science:** Students develop higher level thinking skills through our process science program. They learn to generalize, infer, draw conclusions, create hypotheses, compare/contrast and use the scientific method.
- **Social Studies:** Students learn to integrate the social sciences to become civically competent and have a global understanding of their world. Even at a young age, the children become contributing members of their community and their nation through social action projects they work on with their classmates. Students receive instruction in current events in order to be knowledgeable about the world in which they live.
- **Physical Development and Health:** Students participate in a rigorous daily physical education program to help them sustain a high standard of fitness and health. Students establish goals of fitness related to endurance, strength and flexibility. In health, children learn the importance of nutrition, exercise, rest, hygiene and safety in their lives.
- **The Arts:** Grove students receive over one hundred minutes of instruction by specialists in the visual and performing arts every week. In art, students explore lessons in the elements of design including line, shape, form, color, texture and space. Students study the work of art masters and create projects using the celebrated style and techniques of these artists. In music, students study rhythm, melody, pitch, harmony, form, texture, style and dynamics. Students in intermediate grades have the opportunity to participate in orchestra and/or band lessons during their school day.

2. **Reading:** Success for children in all academic subjects is important to us; however, we believe that reading excellence is our most important goal. The goals of our reading program are for students to develop the ability to obtain meaning from the printed page, and to foster in children a life-long love of reading. In order to accomplish these, our program is guided by the Illinois State Standards and the Standards for the English Language Arts which was derived from the collaborative work of the National Council of Teachers of English and the International Reading Association.

Reading instruction in all classrooms – even in kindergarten – focuses on teaching our learners to make connections between reading and thinking. Children construct meaning from text by applying learned cognitive strategies before, during, and after reading. Our teachers encourage diversity of opinion so that children understand that comprehending print leads to many interpretations by readers.

Students are immersed in the highest quality and variety of print. Teachers use basal texts, Junior Great Books, novel sets, small book sets, *National Geographic for Kids*, *Time for Kids*, and many other outstanding reading materials.

Reading instruction is flexibly grouped in classrooms so students have a variety of instructional settings during the day – whole groups and small groups – based on the learning needs and special interests of students. Reading objectives are primarily focused on during our daily literacy block, however reading skill instruction also occurs during other parts of a student’s day including math, science and social studies classes.

Finally, all students participate in a daily period of sustained silent reading. They are read to every day by their teachers in kindergarten through fifth grade. All children are expected to read at home every day because students become strong readers through practice. Through dynamic instruction and the fostering of a love of reading, our students attain high levels of achievement.

Progress monitoring in reading occurs by assessing all students three times a year through AIMSWEB which focuses on phonemic skills and fluency. Gathered data are used to drive the instructional decisions to appropriately challenge all learners, and provide help for students who need intervention.

3. Additional Curriculum Area - Writing: Writing is a skill that is learned through practice...similarly to learning to play a musical instrument or batting a ball! Success in writing is linked to the amount of time that each child spends writing and rewriting. Therefore, at Grove Avenue School our students write every day. Children in kindergarten through fifth grade are doing authentic writing in many genres – poetry, essays, book reviews, memoirs, plays, and letters.

Our students select their own topics because those subjects are most important to them; and because they are knowledgeable, their writing is more successful. This is also the easiest way for children to grow in their love of writing which is evident during writing time at Grove, a favorite time in the day for many students.

Our students invest significant time and effort in their writing. Their work is shared with classmates, parents and of course, their teacher who serves as their writing coach. Classroom celebrations are held regularly to “toast” the completion of a writing unit. The publication of student writing is a significant way to show students how important their work is. A teacher planning team is finalizing the unveiling of a new school Literary Magazine to showcase student writing beginning this spring.

In summary, our students love to write because it is a time in their day when they are encouraged to express their thoughts and feelings and have them validated and respected. This complements our school’s belief of empowering our learners with skills for lifelong success and meaningful learning experiences.

4. Instructional Methods: Teachers are guided by methodology that is identified as Best Practice. Students are placed in heterogeneous class groupings in kindergarten through fifth grades. National, state and school tests are regularly reviewed to prepare appropriate instructional goals for each student to help maximize each child’s potential. Groupings within classes remain flexible. Flexibility of groupings is the result of progress monitoring in math and reading three times a year, and more frequently using informal classroom assessments.

During reading and math instruction students work in both whole class groupings and small clusters based on each child’s skill needs and ability levels. Diagnostic and formative assessment techniques are used for instructional planning so that children can progress systematically and expediently through benchmark goals. Individual needs are accommodated by teachers who are assisted by instructional assistants, parent volunteers and tutors.

Our students who are diagnosed with special learning, physical or behavioral needs are mainstreamed as much as possible and given extra assistance to contribute to their success. Specialists work with students who demonstrate the most significant needs. Gifted students in mathematics and language arts receive approximately fifty minutes of daily instruction in grades 3-5 from a gifted resource teacher.

Finally, our school recruits high school volunteers to work with children after school to provide our more struggling learners another layer of support to help them succeed. Grove also has secured the help of a small corps of former parents to tutor students.

5. Professional Development: The Grove staff displays an enthusiastic commitment to professional development and this quest has resulted in a staff composed of knowledgeable and enthusiastic educators. All members of the staff – from beginning teachers to veterans – display great dedication to increasing

their competence and staying informed about the latest findings in educational research. Over ninety-three percent of our staff have completed a masters degree or work beyond this degree. Teachers have attended over 120 workshops, seminars and conventions over the last three years at the local, state and national level. Four members of the staff have completed or are working on their National Board Certification. Most of Grove's instructional assistants are certified teachers who also regularly attend inservice sessions and workshops. Our staff development work is paid for by our district budget and by money allocated by our PTO.

Our school district provides opportunities for professional growth particularly in the summer when over fifty courses are available for staff members.

Grove has established our own rigorous program for teacher learning. Teachers participate in staff development activities every week for sixty minutes during our staff meetings. During the 2006-07 school year the entire staff has studied the curricular and instructional recommendations contained in Best Practice by Zemelman, Daniels and Hyde. This work has led us to closely examine our work in all instructional areas. Our staff begins our school year with two days of study and reflection before the official opening of the school year. Last August all teachers learned about how to incorporate interpretive questioning strategies into reading instruction.

Optional book study groups meet throughout the year which also provide teachers opportunities to learn with colleagues and grow professionally. This year book topics have included What A Writer Needs and Boy Writers by Ralph Fletcher and Comprehending Math (Hyde). The high levels of student achievement at Grove Avenue School are closely linked to the academic diligence of teachers who display a commitment to life long learning.

PART VII – ASSESSMENT RESULTS

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Reading Grade 3 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	87.4%	93.8%	90%	88%	91%
% "Exceeding" State Standards	49.4%	61.7%	42.5%	41%	48%
Number of students tested	79	81	80	83	91
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. IEP					
% "Meeting" plus "Exceeding" State Standards	46.2%	n/a	91.7%	68.4%	73%
% "Exceeding" State Standards	15.4%	n/a	25.0%	36.8%	9%
Number of students tested	13	n/a	12	19	11
2. Asian					
% "Meeting" plus "Exceeding" State Standards	n/a	n/a	92.9%	90%	n/a
% "Exceeding" State Standards	n/a	n/a	64.3%	40%	n/a
Number of students tested	n/a	n/a	14	10	n/a

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Math Grade 3 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	98.8%	98.8%	100%	95.2%	92%
% "Exceeding" State Standards	82.3%	77.8%	56.3%	68.6%	66%
Number of students tested	79	81	80	83	92
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. IEP					
% "Meeting" plus "Exceeding" State Standards	100%	n/a	100%	89.2%	45%
% "Exceeding" State Standards	46.2%	n/a	33.3%	42.1%	18%
Number of students tested	13	n/a	12	19	11
2. Asian					
% "Meeting" plus "Exceeding" State Standards	n/a	n/a	100%	100%	n/a
% "Exceeding" State Standards	n/a	n/a	78.6%	80%	n/a
Number of students tested	n/a	n/a	14	10	n/a

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Reading Grade 4 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	99%	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	64%	n/a	n/a	n/a	n/a
Number of students tested	88	n/a	n/a	n/a	Na/
Percent of total students tested	100%	n/a	n/a	n/a	n/a
Number of students alternatively assessed	0	n/a	n/a	n/a	n/a
Percent of students alternatively assessed	0	n/a	n/a	n/a	n/a
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus "Exceeding" State Standards	n/a	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	n/a	n/a	n/a	n/a	n/a
Number of students tested	n/a	n/a	n/a	n/a	n/a
2. Asian					
% "Meeting" plus "Exceeding" State Standards	100%	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	58%	n/a	n/a	n/a	n/a
Number of students tested	12	n/a	n/a	n/a	n/a

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Math Grade 4 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	99%	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	81%	n/a	n/a	n/a	n/a
Number of students tested	88	n/a	n/a	n/a	n/a
Percent of total students tested	100%	n/a	n/a	n/a	n/a
Number of students alternatively assessed	0	n/a	n/a	n/a	n/a
Percent of students alternatively assessed	0	n/a	n/a	n/a	n/a
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus "Exceeding" State Standards	n/a	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	n/a	n/a	n/a	n/a	n/a
Number of students tested	n/a	n/a	n/a	n/a	n/a
2. Asian					
% "Meeting" plus "Exceeding" State Standards	100%	n/a	n/a	n/a	n/a
% "Exceeding" State Standards	83%	n/a	n/a	n/a	n/a
Number of students tested	12	n/a	n/a	n/a	n/a

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Reading Grade 5 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	94.7%	87.3%	86%	88.1%	79%
% "Exceeding" State Standards	36.8%	47.1%	54%	52.6%	41%
Number of students tested	76	87	100	76	88
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. IEP					
% "Meeting" plus "Exceeding" State Standards	n/a	60%	10%	n/a	55%
% "Exceeding" State Standards	n/a	20%	0%	n/a	22%
Number of students tested	n/a	15	10	n/a	18
2. Asian					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	90%	n/a
% "Exceeding" State Standards	78.6%	53.8%	70%	40%	n/a
Number of students tested	14	13	10	10	n/a

Grove Avenue School

STATE CRITERION-REFERENCED TEST RESULTS

Subject Math Grade 5 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100%	93%	92%	93.3%	83%
% "Exceeding" State Standards	44.7%	33.7%	33%	32%	18%
Number of students tested	76	86	100	75	88
Percent of total students tested	100%	99%	100%	99%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus "Exceeding" State Standards	n/a	73.4%	50%	n/a	62%
% "Exceeding" State Standards	n/a	6.7%	10%	n/a	6%
Number of students tested	n/a	15	10	n/a	18
2. Asian					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	100%	n/a
% "Exceeding" State Standards	64.3%	69.2%	50%	50%	n/a
Number of students tested	14	13	10	10	n/a