

# 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 Mrs. Toni Kappel  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 4700 Barker Ave.  
(If address is P.O. Box, also include street address.)

Rolling Meadows IL 60008-3202  
City State Zip Code+4 (9 digits total)

County Cook State School Code Number\* 140160150042018

Telephone ( 847 ) 963-7300 Fax ( 847 ) 963-7306

Web site/URL: www.ccsd15.net E-mail: kappelt@ccsd15.net

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. Robert A. McKanna  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Community Consolidated School District 15 Tel. ( 847 ) 963-3000

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 Ms. Nancy L. Carlson  
(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**

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

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

1. The school has some configuration that includes grades K-12. (Schools 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:       15   Elementary schools  
    Middle schools  
    4   Junior high schools  
    High schools  
    1   Other  
  
   20   TOTAL

2. District Per Pupil Expenditure:        \$9,325

Average State Per Pupil Expenditure:  \$9,099\* 

\*Based on 2004-05 school year. 2005-06 information not available.

**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.   12   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			
K	82	56	138	8			
1	29	26	55	9			
2	30	28	58	10			
3	32	26	58	11			
4	31	28	59	12			
5	32	18	50	Other			
6	37	23	60				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>478</b>

6. Racial/ethnic composition of the school: 53 % White  
9 % Black or African American  
29 % Hispanic or Latino  
9 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 25%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	<b>56</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	<b>62</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>118</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>478</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.2468</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>24.7%</b>

8. Limited English Proficient students in the school: 35%  
165 Total Number Limited English Proficient

Number of languages represented: 29

Specify languages: Albanian Gheg, Albanian Tosk, Arabic, Assyrian, Bosnian, Bulgarian, Cantonese, Farsi, French, German, Greek, Gujarati, Hindi, Japanese, Konkani, Korean, Malayalam, Mandarin, Marathi, Philipino, Polish, Romanian, Shanghai, Sinhalese, Spanish, Tamil, Telugu, Thai, Urdu

9. Students eligible for free/reduced-priced meals: 26%

Total number students who qualify: 126

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:  $\frac{15\%}{70}$  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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>21</u>	<u>0</u>
Total number	<u>49</u>	<u>12</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.

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	97%	97%	97%	98%	95%
Teacher turnover rate	11%	3%	13%	0 %	0 %
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

## **PART III—SUMMARY**

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Willow Bend School (WB) is in Rolling Meadows, a suburb 27 miles northwest of Chicago. We are one of 20 schools in Community Consolidated School District 15, a K-8 public school system. In 2005-06, the district served approximately 12,700 students from seven neighboring communities. WB is proud to work with 478 students of differing ethnic backgrounds and socioeconomic levels. Our students come from families that are educationally, culturally, economically, and geographically diverse. Approximately 47 percent of our students come from minority backgrounds, they speak 30 different languages, and 35 percent are considered Limited English Proficient (LEP). More than 26 percent are from economically disadvantaged homes. Our 25 percent mobility rate is consistently one of the district's highest. In addition to our K-6 regular education program, we are a bilingual kindergarten center for the district, serving students from inside and outside our immediate attendance boundaries. We also have three self-contained learning disabilities classes and one cross-categorical class serving special education students in primary and intermediate grades from across the district. Special education teachers provide a variety of support services to our students. Specialists assist children with needs in the areas of learning or behavioral/emotional, physical or orthopedic, speech and language, developmental, hearing or vision, both in and out of class.

Our mission is to produce world-class learners by providing a differentiated curriculum that allows all children to reach their highest potential. First through sixth graders at WB benefit by being grouped in multiage classrooms where they have the same teacher for two years. WB staff determined through research that this was the most appropriate classroom arrangement for our students due to high mobility and student-learning needs. We are a technology-rich school with a two-to-one student-to-computer ratio. Students efficiently use technology to enhance, extend, and reinforce skills needed to learn and communicate effectively. Each classroom has ten computers, and students use them in a variety of ways to increase their knowledge. Our television studio allows children to produce a daily school news program, as well as create multimedia projects using video cameras, editing equipment, and software programs in support of all curriculum areas. Teamwork is the hallmark of our building, both for students and teachers. Older students serve as leaders and mentors to the younger students in their classes. Classroom teaching partners and grade-level teams, along with special area teachers, utilize their strengths to ensure that all students achieve at higher levels. They meet weekly to discuss curriculum, plan lessons, analyze student performance using data, and design activities that provide differentiated instruction so all students can be successful. LEP teachers work hand-in-hand with classroom teachers to provide support both in and out of the classroom to ensure our LEP students perform at or above grade level.

Our entire school community works together to provide exceptional educational opportunities that will enable all students to attain success in their future educational and career endeavors. Our schoolwide behavior management program, Eagles Club, was created at WB and is supported by the entire WB staff. It helps children monitor their own behavior and, using personalized charts, improve their academic achievement. This approach has been widely replicated by multiple schools across the U.S. Our Parent Teacher Association (PTA) provides a wide array of programs and activities that involve the school, home, and community, including a family picnic, recycling programs, blood drives, and assemblies that support the school's curriculum. Senior citizens from our community volunteer in the classrooms and library. Students from Rolling Meadows High School and local colleges work in our school as interns or student teachers. WB students and staff also work to support our community. Last year, we collected toys, games, and art supplies for pediatric patients at our local community hospital, along with monetary donations to buy computers for the pediatric ward. Our school also rallied enthusiastically to raise money for the family of a former student who was severely injured while on duty in Iraq.

Our faculty is committed to the process of continuous improvement. Working together as a team, we develop annual School Improvement Plans (SIP) that target the needs of all students. Using the Plan-Do-Study-Act (PDSA) cycle, we have developed and revised educational best practices that enhance the learning of all WB students. Our success is evidenced by overall higher test scores and increased student and parent satisfaction as demonstrated by data from satisfaction surveys.

## PART IV—INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Every student at WB participates in state, national, and local assessments through a variety of measurements. Each year, most students take the Illinois Standards Achievement Test (ISAT), a criterion-referenced test that measures individual achievement relative to the Illinois State Standards. Students must creatively apply knowledge and skills to solve problems and evaluate the results. Students exceed state standards when their performance demonstrates advanced knowledge and skills in the subject area; they meet state standards when their performance demonstrates proficient knowledge and skills in the subject. (Access to state testing results and other information regarding state testing can be found at [www.isbe.net](http://www.isbe.net).)

Students in grades three, four, five, and six currently are tested in reading and mathematics; students in grade four are also assessed in science. Beginning in 2005-06, new state regulations mandated testing in fourth and sixth grades in the areas of reading and math; therefore trend data is not available. Our ISAT results indicate that WB students outperform the state in all tested areas. The 2005-06 ISAT test indicated 89% of all students tested at WB met or exceeded state standards in reading, and 86% of WB students met or exceeded in mathematics. Third-grade reading scores improved from 2001-02 when 61% of students met or exceeded standards to 85% in 2005-06. Fifth-grade reading scores went from 74% meeting/exceeding in 2001-02 to 86% in 2005-06. Third-grade math scores show a significant improvement from 2001-02 when 76% met or exceeded standards to 87% meeting or exceeding in 2005-06. Outcome data is disaggregated for all demographic groups to enable us to track progress in student achievement and assess the success of our differentiated instruction. (See Figures 1-8.)

While overall ISAT results indicate a high level of student achievement, results from year to year also demonstrate our progress in helping our students succeed. For example, on the 2004-05 ISAT, just 80% of Willow Bend fifth graders met or exceeded state standards, but by 2005-06, ISAT results from the same group of students (now sixth graders) showed 95% meeting or exceeding standards—a remarkable improvement of 15 percentage points. In mathematics, a similar result demonstrated significant progress by this class. In 2004-05, 77% met or exceeded standards, but by 2005-06, the percentage had risen to 98% meeting or exceeding standards, 21 percentage points higher than the year before. In 2004-05 in reading, 78% of third graders met or exceeded standards, and when the same group of children was tested the following year in fourth grade, 85% met or exceeded standards.

Students in grades two and five currently participate in the Iowa Tests of Basic Skills (ITBS). Fourth- and sixth-grade students were administered the ITBS until the 2005-06 school year, when the district changed testing procedures. Data are reported in reading, language, and mathematics. Results show that NCE scores improved in reading and math. Second-grade reading scores improved from an NCE of 58 in 2001-02 to 65 in 2005-06. Fourth-grade reading scores improved from an NCE of 57 in 2001-02 to an NCE of 68 in 2003-04. In second grade, the subgroup of students who qualified for free-and-reduced-price lunch (economically disadvantaged) went from an NCE of 36 in math in 2001-02 to an NCE of 58 in 2005-06. In reading, this same subgroup went from an NCE of 37 in 2001-02 to an NCE of 58 in 2005-06. (See Figures 9-15.)

LEP students take the Illinois Measure of Annual Growth in English (IMAGE). This test is designed to measure growth in reading and math in grades three through six. Students who take these tests have been in either Transitional Bilingual Education (TBE) or the Transitional Program of Instruction (TPI) for less than five years. To accurately assess growth, students must take the IMAGE test in two or more subsequent years. WB students consistently scored above the district and state averages in reading over the five-year reporting time. Results from the 2004-05 school year indicate that 100% of WB's LEP students met or exceeded state standards in reading as measured on the IMAGE test. These students scored 38% higher than the state and district average of 62%. WB's LEP student population has tripled since 2001-02, from 26 students to 92. Despite this increase, test scores have maintained or improved. (See Figure 16.)

**2. Using Assessment Results:** Data drives all school improvement decisions at WB. We focus on the Illinois State Standards and Student Performance Targets established by District 15 to ensure a comprehensive schoolwide assessment profile. We also use the Malcolm Baldrige criteria to align student and stakeholder needs, curriculum, best practices, core processes, culture, and organizational results to attain high performing student achievement. Individual teachers, School Improvement Program (SIP) goal teams, grade-level teams, and administrators analyze in-process and trend data to monitor progress toward our goals. We use the Plan-Do-Study-Act (PDSA) improvement cycle to define the system, assess the current situation, analyze cause, try out improvement theory, study the results, standardize improvement, and plan for continuous improvement. Faculty members study and use in-process data to continuously improve learning and student achievement. Data showing progress toward all school improvement goals is displayed on building walls for students, staff, and parents. Quality tools, associated with the principles of Deming's Total Quality Management (TQM), are used to identify root causes and organize data to help us better understand gaps in student performance. Classroom teachers and the special education team meet weekly to analyze student performance data in order to differentiate instruction to meet student needs. Individual students in the intermediate grades use the PDSA process to analyze their own academic and behavior areas that need improvement. This data is collected in student data folders, which enables our students to set their own improvement goals. WB students were the pioneers in the use of these data folders, a successful practice we have shared across the district. WB compares data with other schools, both in and out of our district, in order to benchmark other schools' effective programs and practices.

**3. Communicating Assessment Results:** At WB, we communicate assessment results, student performance information, school news, and classroom activities in a variety of ways. The School Report Card is published on the district Web site and is available in print in the school office for families without Internet access. The academic achievement results for the ISAT, ITBS, and the IMAGE tests are presented along with demographic, instructional, and financial information. The principal presents and interprets an overview of the school's results at a general PTA meeting to expand parent understanding. Parents receive individual reports of their children's scores with explanations of ISAT, ITBS, and IMAGE assessments. They are encouraged to call the classroom teacher or principal to clarify any questions they may have regarding these test results. Our monthly PTA newsletter is another opportunity for the principal to share information about testing with parents. Test results are reported to the community in the monthly *Connections* newsletter published by the district. Classroom teachers share information about student assessment with parents throughout the school year. Student report cards are distributed to parents three times a year. At Parent Orientation night in the fall, teachers share assessment criteria and Illinois State Standards. Parent/teacher conferences are held in November, giving teachers the opportunity to discuss each student's individual progress in face-to-face meetings as well as student-led conferences. Additional conferences may be held throughout the year if needed. All teachers have phones in their classrooms with 24-hour voice mail and computers on their desks for e-mail communication. Assignment notebooks, monthly progress reports, and newsletters are examples of other methods used by teachers to share classroom assessments as well as strategies to support student learning.

**4. Sharing Success:** WB has shared its successes with educators throughout the country and in our own district for the past eleven years. Our interactive presentation, "The Willow Bend Experience," gives classroom teachers and administrators the opportunity to visit and view, firsthand, our exemplary programs and practices. These visitors spend two days at our school in intensive workshops presented by our teachers and administrators. The workshops focus on how we attain academic success for our students through the use of data collection, reading intervention programs, quality tools in the classroom, technology, and differentiated instruction. We will continue to make "The Willow Bend Experience" available to educators from outside the district, as well as to share our successful techniques with teachers and others within District 15. Several of our teachers and administrators have been featured in three Robert Marzano videos produced by the Association for Supervision and Curriculum Development (ASCD). These videos, focused on behavior management, classroom instruction, and data collection, are widely used by educators throughout the country as models for "best practices." Teachers and school

administrators frequently present at district institutes and state and national conferences on WB's best practices including technology and differentiated learning. Administrators also have led workshops related to the Malcolm Baldrige systems approach to improvement. Both students and staff have presented at our Board of Education meetings on the use of data folders. Our district Web site, [www.ccsd15.net](http://www.ccsd15.net), includes a Willow Bend School page that can be easily accessed to obtain various information about our school.

## PART V—CURRICULUM AND INSTRUCTION

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**1. Curriculum.** WB’s curriculum is aligned to and driven by Illinois State Standards and the district’s Student Performance Targets. Instructional planning at WB starts with the expectation that all children can learn. Flexible grouping is utilized to differentiate instruction to meet the individual needs of all our students, with teachers developing or modifying curriculum for students who need extra help or academic enrichment.

Our **language arts** core curriculum integrates the five essential components of effective reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers instruct students in a systematic manner that allows skills to be taught in a logical sequence. This teaching methodology has been highly successful. For example, the results from the 2005-06 ISAT indicate that 95% of sixth-grade students met or exceeded state standards in reading. Because of our diverse student population, we emphasize vocabulary acquisition using Isabel Beck’s *Elements of Reading: Vocabulary* program. This program helps our LEP students gain important background information through the discussion of words and photographic images that help to define their meanings. As measured on the IMAGE test, 100% of LEP fifth-grade students met and exceeded state standards in reading for the 2004-05 and 2005-06 school years. Writing instruction is based on the *Six Traits of Writing* model, and teachers work with students to help them develop expository, persuasive, and personal narrative writing skills. Teachers also use technology and software programs to support and extend student writing, particularly with students who may need alternative approaches to learning.

WB’s **math** curriculum is aligned with the National Council of Teachers of Mathematics Standards and the Illinois State Standards. Computation skills, math concepts, problem solving, and critical thinking are fundamental to our curriculum. Teachers use manipulatives, mental math, and real-life applications to supplement textbook instruction. Students in kindergarten through fifth grade use *Houghton Mifflin Math* textbooks. Sixth-grade students use texts from *McDougal Littell* to prepare them for junior high mathematics. High-achieving math students in grade six are offered an accelerated math program using the seventh-grade *McDougal Littell*. This program supports a deeper learning of algebraic concepts beyond the essential skills that all students are expected to acquire. Last year, 98% of sixth-grade students met or exceeded state standards on the ISAT. Math is embedded into all content areas by engaging students in graphing, mapping, estimating, data collection, algebra, and applying geometric concepts.

At our school, **science and social studies** concepts are taught in schoolwide thematic units that we call “Themes.” This unique approach was developed based on student interest and Illinois State Standards. Each year, all classrooms explore areas of study, such as “Exploring Our Past,” “Our Fragile Planet,” or “Everything Matters.” Teachers develop curriculum using a variety of resources, including the Internet, software programs, books, newspapers, and magazines. Working in cooperative groups, students are given the opportunity to participate in experiential activities through research, debate, dialogue, and written reactions.

The **technology** curriculum enhances and supports all other curriculum areas. To become connected, 21<sup>st</sup> century learners, students must be able to access, evaluate, organize, and utilize information and data, and master the technologies that enable them to do that effectively. WB students use technology for information acquisition, communication, data-input strategies, and problem solving. Students are also taught to use technology (including software programs with audio, video, and graphics as well as word-processing and multimedia) to create, present, store, and analyze work and data.

All students receive instruction from certified staff in the areas of visual arts, music, and physical education. In addition to the physical education program, intramural sports are offered as an extracurricular activity. Choral and instrumental music instruction supports the content areas and expands the core music curriculum. Students in fifth and sixth grades have the opportunity to participate in band and orchestra programs. Visual arts provides the students with opportunities to express themselves artistically when doing various projects throughout the school year. WB believes students are provided opportunities to reach their fullest potential through creative expression, cognitive strategies, and a broad range of experiences.

**2a. Reading:** For the past five years, WB has used Harcourt Publisher's *Trophies* reading series, a research-based developmental reading program for all grade levels, K-6. The series closely aligns to Illinois State Standards and the district's Student Performance Targets. *Trophies* provides both fiction and nonfiction reading selections along with spelling, phonics, and shared and guided reading lessons. Supplemental materials include online assessments and books that can be used for differentiated instruction with all children including LEP students. Teachers also use Junior Great Books; a research-based reading program that employs shared inquiry discussion techniques focusing on critical thinking skills. Isabel Beck's *Elements of Reading: Vocabulary* is utilized in all classrooms. It provides challenging vocabulary and practice using pictures, short stories, and related activities to reinforce the words being studied. In addition to the Harcourt series, *Jolly Phonics* is used in our bilingual and regular education kindergarten classrooms, as well as our self-contained special education classrooms, to instruct children in phonemic awareness. The kindergarten bilingual students acquire skills that focus on Spanish letter recognition, sounds, and syllables in preparation for reading instruction using the McGraw Hill program, *Lectura*. Special education teachers use a Harcourt intervention program to accommodate and modify curriculum for their IEP students. They also use *Read Naturally*, a fluency program, to measure students at their independent reading level. Several reading intervention programs address at-risk students who read below grade level. A Kindergarten Intervention Program (KIP) and KIP-S (Spanish) provide 15 minutes daily of intensive one-on-one instruction. A First-grade Literacy Intervention Program (FLIP) provides 30 minutes of daily one-on-one sessions. A Second-grade Acceleration in Literacy program (SAIL) provides alternating one-on-one and small group sessions for 30 minutes daily to focus on recognition skills, phonics, blending, fluency, and comprehension. SOAR to Success (for Grades 3-6) stresses reading comprehension by teaching strategies such as clarifying, predicting, questioning, and summarizing. All of these programs enable us to provide additional reading instruction in support of our SIP goals and permit differentiated instruction for our diverse student population.

**3. Additional Curriculum Area:** WB is proud of its success in accelerating English language literacy in a diverse school population while valuing each child's own cultural background. Instruction for non-English speakers parallels the appropriate grade-level curriculum and is closely aligned with Illinois State Standards and the WIDA (World-Class Instructional Design and Assessment) Consortium. We are a bilingual kindergarten center for the district and service four self-contained bilingual kindergarten classes for Spanish speakers. We offer a TBE program that provides instruction for LEP students who speak Spanish. TPI is offered for all LEP students who speak languages other than Spanish. A fulltime native Polish LEP teacher services our large population of Polish-speaking students. To ensure individual needs are met, LEP teachers plan center-based, small group, and one-on-one instruction both in and out of the classroom. Our global environment nurtures students' native cultures while exposing them to the new culture. Working closely with classroom teachers, LEP teachers facilitate writing workshops, vocabulary usage, and reading comprehension using *In Step* and *Quick Read* curricula. Teachers use multiple assessment tools throughout the year to determine individual learning needs. The Illinois Snapshot of Early Literacy (ISEL)—in either English or Spanish—is administered twice a year to all kindergarten students to assess their literacy needs, monitor their growth, and determine eligibility for specialized reading intervention programs. Our strong commitment to helping students who speak a language other than English achieve at high levels is evident in the growth shown in all academic areas. For example, in 2004-05, 100% of our third- through fifth-grade LEP students met or exceeded state standards on the IMAGE reading test compared to 62% in our district and in the state. In IMAGE math, in 2005-06, 100% of our fifth-grade students met or exceeded standards compared to 74% in the district and 71% in the state. In third-grade math, 82% of WB students taking IMAGE met or exceeded standards compared to 66% in the district and 68% in the state. This strong data is an indicator of our successful LEP program, which addresses both our students' language and academic needs.

**4. Instructional Methods:** Instruction at Willow Bend is planned with the expectation that all students can learn. WB's multiage classroom configuration, originally introduced as an outgrowth of staff's best practices research, is a unique instructional approach which has been extremely successful for

the past 12 years. All students except kindergartners are placed in multiage classrooms which pair first and second, third and fourth, and fifth and sixth graders. Students benefit from the stability of being with the same teacher for two years, particularly important due to WB's high mobility rate and diverse student-learning needs. The multiage configuration lends itself to team teaching, a key component of the school's instructional approach. Teams collaborate using best practices to differentiate instruction in order to remediate, enrich, and accelerate students to meet individual learning needs. Learning Disabilities/Behavior Disorder (LD/BD), LEP, and reading teachers are heavily involved in planning instruction so that all students, including at-risk learners, can be successful. All students in our school benefit from the expertise of our special education, LEP, and classroom teachers throughout the day when working in flexible groups. An example is our unique approach to teaching writing. LEP and at-risk students are combined into flexible groups to focus on basic writing skills. Our teachers work together to model good writing skills using the children's ideas and graphic organizers. As a result of staff's collaborative instructional approach, our students have demonstrated significantly more success in completing writing assignments. A benefit of being in a technology-rich school is that our teachers are able to make full use of the Internet and computer software programs when planning curriculum and lesson plans. Using the Illinois State Standards in technology as our guide, our students have limitless opportunities to develop and expand their knowledge in all academic areas. With the guidance of teachers, our students develop the real-world skills needed to access information and utilize programs—solid preparation for current and future academic endeavors. Through our multiple instructional methods, in-process data collection, and instructional decisions based on individual student needs, we have successfully closed the gap for our low-achieving students as well as increased achievement for all children.

**5. Professional Development:** One of the strengths of Willow Bend School is its outstanding professional staff which is dedicated to continuous improvement. The school's staff development program is aligned with its SIP. Through shared decision making, the staff developed a unified building goal of balanced literacy. The impact is apparent when looking at the significant increase in fifth-grade ISAT reading scores from 2004 to 2005. In 2004, just 68% of students met or exceeded state standards; by 2005, 80% met or exceeded standards. The Building Leadership Team, made up of teachers from every grade level and special areas, discusses and offers opportunities for staff members to develop skills related to our school improvement goals and technology. Staff development activities include training by faculty members in areas of interest to staff, district personnel presenting on areas of particular interest (for example, reading), and attendance at seminars and workshops on topics relevant to WB's School Improvement Plan. The Building Literacy Committee, made up of representatives from every grade level, plans activities for staff that emphasize continued professional growth in all academic areas. Grade-level teams meet to plan curriculum and use data to assess the progress of at-risk students. Experienced teachers develop their own professional growth plans and Illinois certification plans. Teachers new to our district are assigned an experienced classroom teacher to mentor them throughout the school year. The district also has a mentoring program for teachers pursuing certification through the National Board for Professional Teaching Standards (NBPTS). Currently, 19% of Willow Bend teachers have obtained this prestigious certification. The combined impact of all these professional development activities is clearly demonstrated in the day-to-day successes our students achieve on their assessments and classroom assignments.

# PART VII—ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TEST

<b>Subject:</b>	Reading	<b>Grade:</b>	3	<b>Test:</b>	ISAT
<b>Edition/Publication Year:</b>	Yearly	<b>Publisher:</b>	State of Illinois		

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
<b>SCHOOL SCORES</b>					
% “Meeting” plus “Exceeding State Standards	85	78	68	76	61
% “Exceeding” State Standards	46	30	37	34	22
Number of students tested	38	37	43	41	49
Percent of total students tested	100	100	100	90	94
Number of students alternatively assessed	1	0	1	4	1
Percent of student alternatively assessed	.02	0	.02	1	.02
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% “Meeting” plus “Exceeding State Standards	NA	NA	53	55	NA
% “Exceeding” State Standards	NA	NA	13	0	NA
Number of students tested	8	8	13	11	9
2. Limited English Proficient	See Image Chart (Figure 16)				

NA—Subgroup with fewer than 10 students

FIGURE 1

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b> Math	<b>Grade:</b> 3	<b>Test:</b> ISAT
<b>Edition/Publication Year:</b> Yearly	<b>Publisher:</b> State of Illinois	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
<b>SCHOOL SCORES</b>					
% "Meeting" plus "Exceeding State Standards"	87	95	86	87	76
% "Exceeding" State Standards	49	46	42	60	43
Number of students tested	38	38	43	41	49
Percent of total students tested	100	100	100	90	94
Number of students alternatively assessed	1	0	1	4	1
Percent of student alternatively assessed	.02	0	.02	1	.02
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding State Standards"	NA	NA	57	55	NA
% "Exceeding" State Standards	NA	NA	13	18	NA
Number of students tested	8	8	13	11	9

NA—Subgroup with fewer than 10 students

FIGURE 2

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b> Reading	<b>Grade:</b> 4	<b>Test:</b> ISAT
<b>Edition/Publication Year:</b> Yearly	<b>Publisher:</b> State of Illinois	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	*	*	*	*
<b>SCHOOL SCORES</b>					
% “Meeting” plus “Exceeding State Standards	85	*	*	*	*
% “Exceeding” State Standards	39	*	*	*	*
Number of students tested	41	*	*	*	*
Percent of total students tested	100	*	*	*	*
Number of students alternatively assessed	1	*	*	*	*
Percent of student alternatively assessed	.02	*	*	*	*
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% “Meeting” plus “Exceeding State Standards	NA				
% “Exceeding” State Standards	NA				
Number of students tested	8				

\*No previous data available due to changes in state testing.

NA—Subgroup with fewer than 10 students

FIGURE 3

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b> Math	<b>Grade:</b> 4	<b>Test:</b> ISAT
<b>Edition/Publication Year:</b> Yearly	<b>Publisher:</b> State of Illinois	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	*	*	*	*
<b>SCHOOL SCORES</b>					
% “Meeting” plus “Exceeding State Standards	88	*	*	*	*
% “Exceeding” State Standards	20	*	*	*	*
Number of students tested	41	*	*	*	*
Percent of total students tested	100	*	*	*	*
Number of students alternatively assessed	1	*	*	*	*
Percent of student alternatively assessed	.02	*	*	*	*
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% “Meeting” plus “Exceeding State Standards	NA				
% “Exceeding” State Standards	NA				
Number of students tested	8				

\*No previous data available due to changes in state testing.

NA—Subgroup with fewer than 10 students

FIGURE 4

## STATE CRITERION-REFERENCED TEST

<b>Subject:</b>	Reading	<b>Grade:</b>	5	<b>Test:</b>	ISAT
<b>Edition/Publication Year:</b>	Yearly	<b>Publisher:</b>	State of Illinois		

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
<b>SCHOOL SCORES</b>					
% "Meeting" plus "Exceeding State Standards"	86	80	68	68	74
% "Exceeding" State Standards	40	39	46	38	38
Number of students tested	48	44	49	51	59
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	4	2	0	0	1
Percent of student alternatively assessed	.08	.05	0	0	.02
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding State Standards"	74	NA	NA	27	52
% "Exceeding" State Standards	26	NA	NA	18	11
Number of students tested	19	8	0	13	30
2. Limited English Proficient	See Image Chart (Figure 16)				

NA—Subgroup with fewer than 10 students

FIGURE 5

## STATE CRITERION-REFERENCED TEST

<b>Subject:</b>	Math	<b>Grade:</b>	5	<b>Test:</b>	ISAT
<b>Edition/Publication Year:</b>	Yearly	<b>Publisher:</b>	State of Illinois		

### What groups were excluded from testing? Why, and how were they assessed?

Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

**Scores are reported here as:** Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	April	April	April
<b>SCHOOL SCORES</b>					
% "Meeting" plus "Exceeding State Standards"	90	77	73	90	90
% "Exceeding" State Standards	37	27	18	22	19
Number of students tested	48	44	49	51	59
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	4	2	0	0	1
Percent of student alternatively assessed	1	.05	0	0	.02
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding State Standards"	79	NA	NA	82	82
% "Exceeding" State Standards	21	NA	NA	9	4
Number of students tested	19	8	0	13	30

NA—Subgroup with fewer than 10 students

FIGURE 6

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b>	Reading	<b>Grade:</b>	6	<b>Test:</b>	ISAT
<b>Edition/Publication Year:</b>	Yearly	<b>Publisher:</b>	State of Illinois		

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	*	*	*	*
<b>SCHOOL SCORES</b>					
% “Meeting” plus “Exceeding State Standards	95	*	*	*	*
% “Exceeding” State Standards	63	*	*	*	*
Number of students tested	40	*	*	*	*
Percent of total students tested	100	*	*	*	*
Number of students alternatively assessed	1	*	*	*	*
Percent of student alternatively assessed	.02	*	*	*	*
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% “Meeting” plus “Exceeding State Standards	NA				
% “Exceeding” State Standards	NA				
Number of students tested	7				

NA—Subgroup with fewer than 10 students

\*No previous data available due to changes in state testing.

FIGURE 7

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b> Math	<b>Grade:</b> 6	<b>Test:</b> ISAT
<b>Edition/Publication Year:</b> Yearly	<b>Publisher:</b> State of Illinois	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.	
<b>Scores are reported here as:</b>	Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	*	*	*	*
<b>SCHOOL SCORES</b>					
% “Meeting” plus “Exceeding State Standards	98	*	*	*	*
% “Exceeding” State Standards	55	*	*	*	*
Number of students tested	40	*	*	*	*
Percent of total students tested	100	*	*	*	*
Number of students alternatively assessed	1	*	*	*	*
Percent of student alternatively assessed	.02	*	*	*	*
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% “Meeting” plus “Exceeding State Standards	NA				
% “Exceeding” State Standards	NA				
Number of students tested	7				

\*No previous data available due to changes in state testing.

NA—Subgroup with fewer than 10 students

FIGURE 8

## NATIONAL NORM-REFERENCED TEST

<b>Subject:</b>	Reading	<b>Grade:</b>	2	<b>Test:</b>	ITBS
<b>Edition/Publication Year:</b>	2001	<b>Publisher:</b>	Riverside Publishing		

### What groups were excluded from testing? Why, and how were they assessed?

Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.

**Scores are reported here as (check one):** NCEs:  Scaled Scores:  Percentiles:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Feb.	Feb.	Feb.	Feb.	Feb.
<b>SCHOOL SCORES</b>					
Total Score	65	72	66	57	58
Number of students tested	53	52	48	53	43
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of student alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	58	50	57	84	37
Number of students tested	14	11	13	17	11

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 9

**NATIONAL NORM-REFERENCED TEST**

<b>Subject:</b> Math	<b>Grade:</b> 2	<b>Test:</b> ITBS
<b>Edition/Publication Year:</b> 2001	<b>Publisher:</b> Riverside Publishing	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>			
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.			
<b>Scores are reported here as (check one):</b>	NCEs: <input checked="" type="checkbox"/>	Scaled Scores: <input type="checkbox"/>	Percentiles: <input type="checkbox"/>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Feb.	Feb.	Feb.	Feb.	Feb.
<b>SCHOOL SCORES</b>					
Total Score	64	69	65	58	65
Number of students tested	53	52	48	53	48
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of student alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	58	43	55	50	36
Number of students tested	14	11	13	17	11

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 10

## NATIONAL NORM-REFERENCED TEST

<b>Subject:</b> Reading	<b>Grade:</b> 4	<b>Test:</b> ITBS
<b>Edition/Publication Year:</b> 2001	<b>Publisher:</b> Riverside Publishing	

### What groups were excluded from testing? Why, and how were they assessed?

Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.

**Scores are reported here as (check one):** NCEs:  Scaled Scores:  Percentiles:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	*	Oct.	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>					
Total Score	*	68	66	65	57
Number of students tested	*	52	43	51	56
Percent of total students tested	*	100	96	100	100
Number of students alternatively assessed	*	0	0	0	0
Percent of student alternatively assessed	*	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	*	55	50	NA	82
Number of students tested	*	17	10	9	17

\*No data available due to changes in district testing procedures.

NA—Subgroup with fewer than 10 students.

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 11

## NATIONAL NORM-REFERENCED TEST

<b>Subject:</b>	Math	<b>Grade:</b>	4	<b>Test:</b>	ITBS
<b>Edition/Publication Year:</b>	2001	<b>Publisher:</b>	Riverside Publishing		

### What groups were excluded from testing? Why, and how were they assessed?

Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.

**Scores are reported here as (check one):** NCEs:  Scaled Scores:  Percentiles:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	*	Oct.	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>					
Total Score	*	67	66	70	63
Number of students tested	*	52	43	51	56
Percent of total students tested	*	100	96	100	100
Number of students alternatively assessed	*	0	0	0	0
Percent of student alternatively assessed	*	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	*	56	52	NA	48
Number of students tested	*	17	10	9	17

\*No data available due to changes in district testing procedures.

NA—Subgroup with fewer than 10 students.

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 12

## NATIONAL NORM-REFERENCED TEST

<b>Subject:</b> Reading	<b>Grade:</b> 6	<b>Test:</b> ITBS
<b>Edition/Publication Year:</b> 2001	<b>Publisher:</b> Riverside Publishing	

### What groups were excluded from testing? Why, and how were they assessed?

Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.

**Scores are reported here as (check one):** NCEs:  Scaled Scores:  Percentiles:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	*	Oct.	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>					
Total Score	*	61	64	60	61
Number of students tested	*	62	57	72	59
Percent of total students tested	*	100	100	100	100
Number of students alternatively assessed	*	0	0	0	0
Percent of student alternatively assessed	*	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	*	40	48	46	49
Number of students tested	*	17	17	29	16

\*No data available due to changes in district testing procedures.

NA—Subgroup with fewer than 10 students.

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 13

## NATIONAL NORM-REFERENCED TEST

<b>Subject:</b> Math	<b>Grade:</b> 6	<b>Test:</b> ITBS
<b>Edition/Publication Year:</b> 2001	<b>Publisher:</b> Riverside Publishing	

<b>What groups were excluded from testing? Why, and how were they assessed?</b>			
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years may not be included.			
<b>Scores are reported here as (check one):</b>	NCEs: <input checked="" type="checkbox"/>	Scaled Scores: <input type="checkbox"/>	Percentiles: <input type="checkbox"/>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	*	Oct.	Oct.	Oct.	Oct.
<b>SCHOOL SCORES</b>					
Total Score	*	69	71	68	67
Number of students tested	*	62	57	72	59
Percent of total students tested	*	100	100	100	100
Number of students alternatively assessed	*	0	0	0	0
Percent of student alternatively assessed	*	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	*	49	49	49	53
Number of students tested	*	17	17	29	16

\*No data available due to changes in district testing procedures.

NA—Subgroup with fewer than 10 students.

If the reports use scaled scores, provide the national mean score and standard deviation for the test.
--

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	21	21	21	21	21

FIGURE 14

**NCE TREND DATA  
WILLOW BEND SCHOOL**

<b>Second Grade</b>	<b>Feb. 2002</b>	<b>Feb. 2003</b>	<b>Feb. 2004</b>	<b>Feb. 2005</b>	<b>Feb. 2006</b>
Avg. NCE Reading Total	58	57	66	72	65
Avg. NCE Math Total	58	58	65	69	64

<b>Fourth Grade</b>	<b>Oct. 2001</b>	<b>Oct. 2002</b>	<b>Oct. 2003</b>	<b>Oct. 2004</b>	<b>Oct. 2005</b>
Avg. NCE Reading Total	57	65	66	68	NA
Avg. NCE Math Total	63	70	66	67	NA

<b>Fifth Grade</b>				<b>Oct. 2005</b>	<b>Oct. 2006</b>
Avg. NCE Reading Total				62	61
Avg. NCE Math Total				67	62

<b>Sixth Grade</b>	<b>Oct. 2001</b>	<b>Oct. 2002</b>	<b>Oct. 2003</b>	<b>Oct. 2004</b>	<b>Oct. 2005</b>
Avg. NCE Reading Total	61	60	64	61	NA
Avg. NCE Math Total	67	68	71	69	NA

Standard deviation = 21 points	less than 1/3	1/3	2/3	one	1-1/3
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\* color indicates how much the average mean of the tested group is above the average mean of 50

FIGURE 15

**STATE CRITERION-REFERENCED TEST**

<b>Subject:</b>	Reading	<b>Grade:</b>	3, 4, 5	<b>Test:</b>	IMAGE
<b>Edition/Publication Year:</b>	Yearly	<b>Publisher:</b>	State of Illinois		

<b>What groups were excluded from testing? Why, and how were they assessed?</b>	
Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).	
<b>Scores are reported here as:</b>	Percentiles

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing Month and Grades	March Grade 3*	March Grades 3, 4, 5	April Grades 3, 4, 5	April Grades 3, 4, 5	April Grades 3, 4, 5
<b>SCHOOL SCORES</b>					
% "Meeting" plus "Exceeding State Standards	64	100	64	57	79
% "Exceeding" State Standards	18	57	24	43	36
Number of students tested	11	14	16	14	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of student alternatively assessed	0	0	0	0	0

\*State reporting changes in 2005-06 from reporting clustered grade level to individual grade levels. No data reported for Grades 4 and 5 due to fewer than 10 kids tested.

FIGURE 16