

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Diane Milner

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Medora Elementary School

(As it should appear in the official records)

School Mailing Address 124 South Elm Street

(If address is P.O. Box, also include street address.)

City Medora State IL Zip Code+4 (9 digits total) 62063-0178

County Macoupin County State School Code Number* 400560090262004

Telephone 618-729-3231 Fax 618-729-4531

Web site/URL http://www.piasabirds.net E-mail dmilner@piasabirds.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Brad Skertich

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: bskertich@piasabirds.net

Other)

District Name Southwestern School District # 9 Tel. 618-729-3231

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Don Little

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	2	8	10
K	12	8	20
1	7	12	19
2	11	5	16
3	10	11	21
4	10	16	26
5	13	10	23
6	15	7	22
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	80	77	157

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 15%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	143
(5) Total transferred students in row (3) divided by total students in row (4)	0.147
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 54 %
 Total number students who qualify: 97

Information for Public Schools Only - Data Provided by the State

The state has reported that 54 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: The staff at Medora Elementary along with the community strive to create a positive environment that encourages life-long learning, tolerance, respect, and responsibility.

PART III – SUMMARY

Medora Elementary is located in Medora, Illinois. The village of Medora is situated in a small rural area with a population of 500 people approximately 15 miles north of Alton, Illinois. Medora Elementary is a part of the Southwestern Consolidated Unit School District # 9. The district covers a 175 mile area, primarily in Macoupin and Jersey Counties. The district serves approximately 1,600 students, with 157 of these students at Medora Elementary School.

Medora Elementary is one of four elementary schools in the district that serve several small rural communities. The school is an attendance center for children in grades Pre-Kindergarten to 6th grade. Children from the towns of Fidelity, Summerville, Piasa, Kemper, and Medora attend Medora Elementary School. The student population of the school is predominantly white. Unemployment and poverty are prevalent in many homes, and the school district is the largest employer in the area. The school has 54% of its students on free or reduced lunch and a 15% mobility rate. Along with a high percentage of students on free or reduced lunch, an additional 15% of our students come from disadvantaged backgrounds. These students currently receive special education services or participate in our RtI at risk programs. The school is continually challenged to meet the diverse needs of children with multiple risk factors that may impede their academic and social growth.

The lack of interest towards academia is apparent within the homes of many Medora students. Many of the students face the typical problems that come hand in hand with poverty stricken home environments, such as poor hygiene, neglect, and living with parents who abuse drugs and alcohol. Many of these families do not wish to participate in school events or activities, and apathy exists towards education.

The teachers at Medora continuously attempt to get parents to take an active interest in the school. Students who are considered at-risk in language arts and math are listed as high priorities in the Rising Star school improvement plan. Programs such as Family Reading Night, classroom plays, talent shows, grandparent lunches, ice cream socials, and book fairs encourage family participation. The school library is open during the summer months to promote recreational reading. Teachers volunteer their time to ensure this program's success since there is no public library. These extra activities supplement the communication efforts between families and the school. The interaction between the community and the staff during these events offer positive relationships that grow and build a stronger support base for the children.

Medora Elementary previously earned a National Blue Ribbon in 2003. A plaque recognizing Medora as a Blue Ribbon recipient is proudly displayed on the front of the school. This expectation of excellence has continued throughout the years. Medora Elementary was recognized by the state of Illinois for Exemplary Academic Performance in 2009 and 2010. The school was an Illinois Spotlight School and received an Academic Improvement Award in 2013. The staff of the school and members of the community take pride in being a part of such an outstanding school, and visitors to the school often comment on the exceptional learning environment that promotes academic excellence.

Medora Elementary School is worthy of Blue Ribbon status because of its continued high academic achievement over time, regardless of the changes in student demographics and characteristics such as low income, mobility, and special needs. The entire staff, both certified and non-certified, is totally committed to meeting the needs of all students, to ensure that they reach their full potential as students and citizens. While promoting an environment of high standards, teachers make accommodations for individual circumstances and allow for flexibility. Professional development, particularly in the areas of reading, math, and social-emotional learning, is a priority in the school. Most professional development opportunities are provided within the district for the purpose of consistency, focus, and teacher accountability. Student supports, including counseling services, research-based academic interventions, and the implementation of the PBIS program, promote a family atmosphere in a high-quality, safe learning environment. For many students at Medora, school is the best and most supportive part of their lives. No significant learning takes place without a significant relationship, and the staff at Medora Elementary is committed to teaching every child, connecting with families, and using innovative approaches to instruction.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Medora Elementary's curriculum is based on the Illinois Learning Standards and is designed to be rigorous and relevant. Over the past several years teachers have met to review the new learning standards and map out a curriculum for the district. During the last two years, grade level meetings have provided teachers more opportunities to revise, align, and articulate Reading, Language Arts, and Math curriculum in grades kindergarten through 6th. These meetings stress the importance of collaboration in teaching and learning. Medora Elementary School uses core curricular materials, software, and research-based interventions to ensure that all students succeed.

Reading and Language Arts are a primary focus at Medora Elementary. The school has chosen to use Treasures by MacMillan/McGraw-Hill as the core reading curriculum in grades K-6. During the K-2 years, students are taught concepts about print, phonemic awareness, phonics, sight words, good reading strategies, and listening/speaking skills. Spelling and writing skills evolve from developmental to formal during journal writing. During the 3rd-6th grades, students are exposed to a wide variety of fiction and non-fiction reading materials. Instruction focuses on comprehension strategies, such as identification of story elements, inferences, comparing and contrasting, and cause and effect. Literature sets are used to enrich the curriculum, and writing of narrative, opinion, and expository pieces follows reading. Students who are identified as above or below grade level in reading find success or challenge using leveled readers that correspond with the main selection for the week.

Medora Elementary's core math curriculum is My Math by McGraw-Hill. This series was chosen because of its direct correlation with the Illinois Learning Standards. Teachers also use other materials to enhance the core curriculum. Students are introduced to math concepts at a concrete level with the use of manipulatives and move to the abstract level as the concepts develop. Key components of math at every grade level include: developing number sense, using appropriate math vocabulary, problem solving skills, and application to daily life. In grades K-1, students learn counting, number recognition, one-to-one correspondence, basic addition and subtraction, graphing, and place value. These skills are built upon in grades 2-6, as students learn more computation skills (addition, subtraction, multiplication, and division), estimation, data, probability, counting money, measurement, fractions, decimals, geometry, and basic algebraic concepts. Students identified as below grade level use technology in Math Lab to improve their skills.

Social Studies is taught at every grade level. In grades K-1, most instruction occurs through discussion, classroom activities, and Weekly Readers. Understanding of rules and laws, basic government, community, historical figures, rights and responsibilities, and citizenship are the major concepts. During grades 2-3, students learn to read maps and map legends, and they identify town, state, country, continents, and landforms. Specific instruction on Illinois, the United States, and world history occurs in the upper elementary grades. Instruction is supplemented with guest speakers and field trips. Special social studies projects are particularly motivating for students and can be seen on display in the building. These projects include: seven wonders of the world, topography maps, national park projects, culture boxes, and habitat dioramas.

Science concepts are also taught at every grade level. Students in grades K-1 learn the process of scientific inquiry. They use senses to explore and observe materials, develop questions, seek information, and make comparisons. Students use simple tools and technology for exploration. Seasons, weather, environment, plants and animals are studied. During 2nd-6th grade, physical science includes weather, the water cycle, magnets, solar system, atoms and molecules, weathering, physical and chemical changes, and conservation. Life Science includes personal safety, health and nutrition, the human body, plants, extinct and endangered animal species, food webs, and life cycles.

Medora Elementary offers a Pre-Kindergarten program for three and four year olds. The core curriculum areas in the preschool program include: language arts, mathematics, science, social studies, the arts, physical development, and social and emotional development. The preschool program follows Creative Curriculum, and it aligns with the Illinois Early Learning and Development Standards or IELDS. This Creative Curriculum ties into the new Kindergarten Individual Development Survey (KIDS). Assessments are built upon previous years, creating a common assessment. Early education increases school readiness and promotes success due to the early exposure to language, literacy, and mathematical development. Pre-K plays a key role in enabling children to enter kindergarten and primary grades with skills they need to be successful.

2. Other Curriculum Areas:

Art, Vocal Music, Band, and Physical Education are taught at Medora Elementary School by certified, highly qualified teachers. Students also attend Technology and Library classes supervised by a paraprofessional. Teachers of special classes work with classroom teachers to create a school atmosphere that encourages cooperation, problem-solving, and life-long learning.

Students in grades K-6 receive instruction in art for 40 minutes per week. Units of study in K-1 are the basic elements of art: color, shape, line, patterns, and texture. Children's literature is incorporated into many of these art lessons. The art teacher collaborates with classroom teachers on special projects such as Read Across America in March. Students in grades 2-6 build upon their knowledge and techniques in three units of art study which rotate yearly. These units include: American Art and Artists, Art Around the World, and Connecting to Art and Artists. Students take great pride in their artwork, and it is displayed prominently in the building. Last year a highlight of the art classes was a special Chinese New Year's parade which showcased Chinese art created by the students. Certain pieces of artwork are also selected to represent Medora Elementary at a Fine Arts Festival and at an art exhibition on the campus of Southern Illinois University at Edwardsville.

Instruction in Physical Education is provided by a P.E. teacher once a week for 30 minutes. Classroom teachers provide additional instruction throughout the week. In the primary grades, instruction focuses on gross motor skills, spatial awareness, and following rules to play active games safely. In the upper elementary levels, the focus shifts more towards teamwork, game strategies, and skills in a variety of sports. Units of study include basketball, soccer, football, gymnastics, hockey, and baseball. An understanding of physical fitness is a key component of P.E., and students are tested each year for National Physical Fitness Awards. Special events, such as Jump Rope for Heart and Field Day, are motivating for students and incorporated into the P.E. curriculum.

Students in all grades participate in Music class 30 minutes per week. For the first semester children learn to sing age appropriate songs, and students perform in an annual program each December. During the second semester primary students learn about instrument families. Upper elementary students learn to read and write rhythms and then read notes on the music staff. Students in grades 5 and 6 are given opportunities to participate in band class twice a week for 30 minutes. The band performs during the holiday program and the spring concert. Band members also perfect their skills to participate in solo and ensemble contest in the spring.

Technology skills are taught by a teacher's aide working under a certified technology director in computer classes that meet for 30 minutes each week, but this is only a small part of the technology utilized at Medora. Teachers and students routinely use Smart Boards, Ipads, computers, and interactive projectors for learning, reteaching, and enriching the curriculum. Technology is an integral part of the school day.

Library classes are offered to all K-6 students for 30 minutes each week. Students learn library skills and check out books with an aide under the direction of the district librarian. The library has recently been converted to the Polaris Library System. Students and teachers are able to access an on-line card catalog to locate books in the district library or order books from over 500 libraries in the Illinois Heartland Library System. Students also have access to 6,000 e-books. This new system is an excellent resource for both teachers and students.

3. Instructional Methods and Interventions:

The goal of Medora Elementary teachers and staff is to ensure that ALL students learn. Teachers provide direct instruction of key concepts to the whole class. Material is presented for a variety of learning styles to accommodate multiple intelligences. Questioning techniques in classrooms require higher level thinking and reflection. Whenever possible, hands-on learning is used to ensure student learning of new concepts. Modeling and demonstrations are planned to encourage new ways of thinking. Classroom discussion, cooperative learning, brainstorming, and technology are all used to maximize learning and generate creative thinking.

Teachers at Medora Elementary differentiate classroom instruction in a variety of ways. Differentiation is embedded in the core reading curriculum of Treasures by MacMillan/McGraw Hill. The series provides leveled readers, extension activities, and re-teaching lessons for approaching, on-level, and beyond students. Guided reading is an instructional strategy that allows readers to be taught at their instructional level. During guided reading other students participate in literacy centers or activities that are prepared for individual students or small groups working at the same level. Teachers also work with individual students to help them select appropriate reading material at their own level for independent reading and Accelerated Reader testing. Assignments are routinely modified or enhanced to meet the needs of struggling and gifted students. The special education teacher works within the classroom to modify instruction for IEP students.

Instruction is also differentiated in a three tiered process. All students at Medora Elementary are benchmark tested three times per year in reading and math. Students in Kindergarten and 1st grade are tested using AIMSweb while students in 2nd-6th grade are tested using Discovery Education. Students who do not meet criterion-referenced cut scores are identified as Tier 2 or Tier 3 students. These students receive RtI (Response to Intervention) class for 30 minutes each day. The special education teacher and RtI teacher use research based interventions with Tier 2 and 3 students. Tier 2 and 3 students in the primary grades are taught reading with LLI (Leveled Literacy Instruction) and the MacMillan/McGraw Hill Triumphs program. Tier 2 and 3 students are progress monitored regularly to track growth in reading and math. Students who do not show progress are referred to the PASS process. During PASS meetings the classroom teacher, RtI teacher, principal, school social worker, and parents/guardians discuss further interventions to promote academic success for the student. All of these measures are taken to ensure that every student learns.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Illinois requires students in grades 3, 4, 5, and 6 be assessed in the areas of Reading and Math for determination of AYP status. Medora Elementary School has earned AYP status for the last five years in Reading and Math. Designations to determine AYP status are based on the criterion-referenced portions of the ISAT test. They are broken into four categories: Exceeds, Meets, Does Not Meet, and Academic Warning. Students meet the standard on the ISAT in every subject area if they score in the Meets category.

From 2009-2012, reading and math scores for third through sixth grade students have remained constant. Reading scores for all students range from 85% to 89%. Math scores have remained consistently high for all students with a range from 95%-97%. With the change in ISAT cut scores in 2012-2013, reading scores dropped to 79% and Math scores to 77%. Even though it is understood that part of that drop was due to higher expectations with the new cut scores, the district purchased a new math series and hired a math consultant to assist the teachers in improving Math instruction. All teachers worked together to ensure that RtI Reading time was enhanced to include higher expectations as well. LLI learning kits were purchased for our at-risk readers to shorten the gap and build a solid foundation of reading and word skills.

Overall, while the percentage of students in the exceeds category has dropped, the meets category has grown. This does not necessarily reflect a change in student achievement, but can be attributed to the higher expectations in the state of Illinois.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The building principal and teachers review state and local assessment outcomes. Results of the review are used to develop and make adaptations to existing school improvement plans and changes to curriculum and instruction.

The district has developed a multi-tiered intervention model, Response to Intervention (RtI). K-1 students are administered the AIMSweb assessment and 2-6 students are administered the Discovery Education assessment three times a year to identify and evaluate student deficiencies. Students identified in Tier 2 and Tier 3 or achievement levels 1 and 2 are monitored more frequently. Reading Specialists use Leveled Literacy Interventions (LLI) with small groups. They gather data to determine changes to interventions, tier designations, or recommend referral for further evaluation.

General education teachers use the Discovery Education Assessment data to help guide their instruction throughout the year. This assessment identifies areas that students have not received instruction in or areas that need to be revisited.

Teachers are provided time to review, collaborate, and plan with district level teams. The pre-planning time allows for in-depth reviews, conversations, and strategic planning. Teacher teams review relevant assessment and demographic data to determine academic and behavioral/discipline plans and procedures.

Results of the above mentioned assessments are shared at parent-teacher conferences. This allows ample opportunity for teachers to explain the reports so parents can understand them and identify his/her child's strengths and concerns. Further results are printed and mailed home with quarterly report cards.

Part VI School Support

1. School Climate/Culture

The staff of Medora Elementary takes pride in the positive environment that has been created for students at our school. Positive Behavior Systems and Interventions (PBIS) has been in place for many years. All students learn the Medora Manners: 1. Be respectful and kind. 2. Be responsible. 3. Be safe. Expectations for behavior are posted throughout the building and are taught to all students at the beginning of each school year. Students know restroom, hallway, lunchroom, and playground expectations. All staff members, from the principal to the custodian and the cafeteria manager, make conscious efforts to praise students who follow these expectations. Students are "caught being good" and recognized at Friday morning meetings for their good choices.

Teachers reinforce the Medora Manners in the classroom and work to make their classrooms safe, productive learning communities. Students and teachers work together to create classroom rules. Daily routines are taught during the first month of school to minimize disruptions and off-task behavior. All students learn to be respectful to one another, the teacher, and visitors to the school, and they are treated as valued, contributing members of the learning community. Each teacher utilizes a system of rewards and consequences. In addition, students earn quarterly good behavior assemblies. These assemblies have included magicians, mad scientists, dance teams, exotic animals, the St. Louis Cardinals, and even trips to the movie theater.

In addition to the Medora Manners, good character is taught at Medora Elementary. On the first Wednesday of each month all teachers introduce a new character trait. Teachers use videos, role-play, children's literature, and class discussion to teach these traits. Traits covered throughout the year are citizenship, caring, honesty, consideration, acceptance, empathy, trustworthiness, and cooperation.

Bullying is not tolerated at Medora Elementary School. Each year the school social worker meets with every class to discuss bullying. Children are taught what to do if they are being bullied. They are also taught what they need to do if they see another child being bullied. Teachers and all staff members are vigilant and monitor classrooms, restrooms, hallways, and playgrounds to ensure the well-being of all students.

Teachers and staff at Medora share a special bond. The small size of the building allows teachers to meet together every day at lunch. At that time, teachers share ideas, discuss curriculum, and make plans for the school in an informal setting. In more formal meetings, teachers feel comfortable discussing concerns with the principal. Everyone has a voice, and teachers, support staff, and the principal view themselves as a team and work together for the benefit of all students.

2. Engaging Families and Community

Medora Elementary has been extremely successful in working with family and community members for the success of the students and the school. Throughout the school year the faculty, staff, and parents work together, virtually as a team, to make that success happen.

Medora Elementary starts the school year with a school wide Open House that welcomes all families into the school. During Open House students and their families are invited to visit classrooms, join in an Ice Cream Social, and attend the first parent club meeting. The faculty and staff attend the event where they are visible to introduce themselves and answer any questions or concerns the family may have at the beginning of the school year.

The interaction with parents and community does not stop there. Medora Elementary holds high standards for 100% participation in Parent-Teacher Conferences, and the staff is successful with that goal. If parents cannot make a time during the two day conference, teachers arrange to meet with parents before or after school.

The students at Medora Elementary look forward to American Education Week in the fall. Grandparents are invited to lunch, and there is a school full of family members eager to participate in the Book Fair and Family Reading Night. Family Reading Night is a free, fun time for the whole family with activities, reading stations, snacks, and the Book Fair. Attendance is a must for students and parents who hope to win a book and enjoy visiting with other families and the Medora faculty and staff.

The community can follow all events and happenings that take place at Medora Elementary by checking in the local newspaper. Weekly articles and pictures in the paper recognize outstanding accomplishments of students. These include "Caught Being Good," Honor and High Honor Roll, Medora Manners winners, and academic achievements. Students love to see themselves pictured in the paper, and teachers love to have those students shine.

In general the community is extremely supportive of the faculty, staff, students, and parents at Medora Elementary. The parent club usually tries to hold three fundraisers a year. If not for the amazing turn-out of the small town community members, the parent club could not raise the funds to support the teachers. One of the biggest events that Medora Elementary hosts is a Christmas Craft Bazaar. At this event the parent club invites local crafters and businesses into the school. The school earns money, and the local entrepreneurs have a successful day. Everyone enjoys the fundraising events to support Medora Elementary students.

A small group of community members has come together to form the Southwestern School Foundation for Excellence. This group works together to raise money for mini-grants that are awarded to teachers and senior students. Since 2001, the Foundation has awarded \$32,152.42 in teacher mini-grants throughout the Southwestern School District. Medora Elementary students have benefited greatly from these grants. The teachers have been able to purchase Ipads, listening centers with wireless headphones, learning center manipulatives, math concept books, and many other items. These items would not have been affordable for teachers if not for caring community members.

3. Professional Development

The dedicated staff at Medora strives to create a positive environment that encourages life-long learning. The teachers and principal acknowledge the importance of ongoing professional development to achieve this goal. Teachers fully participate in district school improvement days and often request professional days to attend workshops relevant to their teaching position.

For the past few years professional development at Medora Elementary has focused on the new Illinois Learning Standards. All elementary teachers and the principal attended two days of meetings to learn about the Common Core math standards during the 2011-2012 school year. The following year teachers met in a series of district wide grade level meetings with a teacher leader to review the new math standards. At the same time, teams of teachers reviewed new math series and selected a new program that correlated to the standards. Teachers attended a workshop to discuss implementation of the new math series at the beginning of the 2013-2014 school year. A math consultant from the Regional Office of Education observed math lessons in classrooms, met with teachers, made suggestions, and provided additional resources to help implement the new math standards during the 2013-2014 and 2014-2015 school years. The results of these professional development opportunities are clear. Teachers are familiar with the math standards, and they are fully implemented in the classroom.

Professional development in English/Language Arts has followed a similar pattern. A team of teachers from Medora attended two days of workshops to study the new ELA standards. The team shared this information with other teachers in the spring of 2012. The following year teachers worked for three days in grade level meetings to align the curriculum with the new ELA standards and develop common assessments. Further professional development in the 2014-2015 school year has included differentiated learning, assessment, and implementing non-fiction reading in the classroom. These workshops have cemented the teachers' understanding and implementation of the ELA standards.

Teachers and the principal also complete on-line training through Public School Works on topics relevant to student health, safety, and academic growth. Topics covered are bullying, suicide prevention, attention-deficit disorder, disruptive and non-compliant behaviors, learning disabilities, recognizing and reporting child abuse, violence prevention, diabetes, first aid, and CPR. This training prepares teachers and administrators to identify at-risk students in a timely manner and provide necessary support and resources.

4. School Leadership

At Medora Elementary, the principal serves multiple management and leadership roles. Every part of the school program is the ultimate responsibility of the principal. Because the principal has been in the school for 23 years (12 years as a teacher and 11 as the administrator), she has a solid understanding of the history and people who are part of the educational process, as well as the students and families served. The leadership philosophy is centered on shared decision making, gathering staff input when addressing problems, and open, safe communication. Committees are active in school, and the principal is supportive of programs and activities brought forth through committee recommendations. In fact, the principal serves on all of the committees and actively participates in open dialogue. The principal works to create conditions that allow for success, which may be in the form of physical or human resources, materials, space, time, or professional development. Instructional time is protected as much as possible through thoughtful scheduling.

Teachers are empowered to try innovative strategies without risk of negative evaluative comments. There is an expectation that the district curriculum will be followed with allowance for autonomy in delivery of instruction and techniques. The principal encourages challenging the status quo.

There is a strong message in the school that all employees work in some capacity for the benefit of students, whether you are a teacher, a custodian, cook, or secretary. All employees are valued for their contributions. There are high expectations for professionalism and a collaborative spirit among colleagues, just as there are high expectations for student academic achievement and behavior.

Part of the principal's role in managing people involves being an active listener. There are positive relationships established among staff members and the principal that have been created over time through trust, follow-through, empathy, support, and consistency. There are times when decisions must be made that some employees do not like. The principal has established a rapport that allows for agreeing to disagree, but in the end, decisions stand and employees move forward.

District-wide, the administrative team is a collaborative and cohesive group. Each principal serves as a committee member for the building Rising Star team as well as the District team. From this position, they help share the policies and procedures throughout the district. The principals work closely with the superintendent and each other to make decisions that improve the district as a whole.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	16	23	20	24	24
Exceeds Standard	4	16	6	14	13
Number of students tested	21	23	23	24	25
Percent of total students tested	100	100	96	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	8	11	5	11	10
Exceeds Standard	2	7	1	5	5
Number of students tested	10	11	8	11	10
2. Students receiving Special Education					
Meets Standard and above	2	6	3	4	4
Exceeds Standard	1	3	0	1	1
Number of students tested	2	6	4	4	4
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	16	23	20	24	23
Exceeds Standard	4	16	6	14	13
Number of students tested	21	23	22	24	24
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	17	22	27	23	18
Exceeds Standard	4	6	5	6	6
Number of students tested	23	23	31	24	19
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	6	7	9	9	8
Exceeds Standard	0	2	1	0	2
Number of students tested	10	8	13	9	9
2. Students receiving Special Education					
Meets Standard and above	5	2	2	1	2
Exceeds Standard	1	0	0	0	0
Number of students tested	7	3	3	2	2
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	17	22	27	22	18
Exceeds Standard	4	6	5	6	6
Number of students tested	23	23	30	23	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	13	25	23	19	18
Exceeds Standard	1	4	4	1	5
Number of students tested	21	27	27	20	19
Percent of total students tested	100	100	100	95	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	4	11	10	7	5
Exceeds Standard	0	0	0	0	0
Number of students tested	8	12	12	8	6
2. Students receiving Special Education					
Meets Standard and above	1	3	1	2	1
Exceeds Standard	0	0	0	0	0
Number of students tested	2	3	2	3	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	13	24	21	18	18
Exceeds Standard	1	4	4	1	5
Number of students tested	21	26	25	19	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	24	25	25	25	17
Exceeds Standard	4	15	8	8	7
Number of students tested	26	25	25	27	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	13	9	10	10	4
Exceeds Standard	2	4	1	2	2
Number of students tested	15	9	10	11	5
2. Students receiving Special Education					
Meets Standard and above	1	2	5	1	1
Exceeds Standard	0	0	0	0	1
Number of students tested	3	2	5	3	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	24	23	24	25	17
Exceeds Standard	4	15	7	8	7
Number of students tested	25	23	24	27	18
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	16	18	20	23	22
Exceeds Standard	3	10	7	12	13
Number of students tested	21	23	23	24	25
Percent of total students tested	100	100	96	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	8	9	7	10	9
Exceeds Standard	2	5	1	3	4
Number of students tested	10	11	8	11	10
2. Students receiving Special Education					
Meets Standard and above	1	4	1	3	3
Exceeds Standard	0	3	0	1	1
Number of students tested	2	6	4	4	4
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	16	18	20	23	21
Exceeds Standard	3	10	7	12	12
Number of students tested	21	23	22	24	24
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	17	19	25	22	16
Exceeds Standard	3	9	8	11	11
Number of students tested	23	23	31	24	19
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	7	6	8	9	6
Exceeds Standard	1	2	2	2	3
Number of students tested	10	8	13	9	9
2. Students receiving Special Education					
Meets Standard and above	3	0	0	1	0
Exceeds Standard	1	0	0	0	0
Number of students tested	7	3	3	2	2
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	17	19	25	21	16
Exceeds Standard	3	9	8	10	11
Number of students tested	23	23	30	23	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	18	23	23	17	14
Exceeds Standard	6	11	11	9	9
Number of students tested	21	27	27	20	19
Percent of total students tested	100	100	100	95	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	7	9	9	6	4
Exceeds Standard	3	2	3	3	2
Number of students tested	8	12	12	8	6
2. Students receiving Special Education					
Meets Standard and above	0	0	0	0	0
Exceeds Standard	0	0	0	0	0
Number of students tested	2	3	2	3	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	18	23	21	16	14
Exceeds Standard	6	11	10	9	9
Number of students tested	21	26	25	19	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	21	23	23	23	17
Exceeds Standard	6	14	9	7	6
Number of students tested	26	25	25	27	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	11	8	8	10	4
Exceeds Standard	3	5	3	3	1
Number of students tested	15	9	10	11	5
2. Students receiving Special Education					
Meets Standard and above	0	0	3	2	1
Exceeds Standard	0	0	0	0	0
Number of students tested	3	2	5	3	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	21	21	22	23	17
Exceeds Standard	6	13	9	7	6
Number of students tested	25	23	24	27	18
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: