



## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration includes one or more of 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 (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   3   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  0   High schools  
  0   K-12 schools  
  4   Total schools in district
2. District per-pupil expenditure:  17858

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  Suburban
4. Number of years the principal has been in her/his position at this school:   3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade                            | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK                             | 0          | 0            | 0           |
| K                                | 31         | 30           | 61          |
| 1                                | 31         | 29           | 60          |
| 2                                | 33         | 27           | 60          |
| 3                                | 39         | 29           | 68          |
| 4                                | 39         | 36           | 75          |
| 5                                | 28         | 32           | 60          |
| 6                                | 0          | 0            | 0           |
| 7                                | 0          | 0            | 0           |
| 8                                | 0          | 0            | 0           |
| 9                                | 0          | 0            | 0           |
| 10                               | 0          | 0            | 0           |
| 11                               | 0          | 0            | 0           |
| 12                               | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              | 384         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
7 % Asian  
0 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
84 % White  
4 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 0%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description   | Value |
|------|---|-------|
| (1)  | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.   | 1     |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 0     |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 1     |
| (4)  | Total number of students in the school as of October 1, 2011  | 384   |
| (5)  | Total transferred students in row (3) divided by total students in row (4).                                       | 0.00  |
| (6)  | Amount in row (5) multiplied by 100.  | 0     |

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 10  
Number of non-English languages represented: 5  
Specify non-English languages:

Spanish, Korean, Japanese, Russian, Swedish

9. Percent of students eligible for free/reduced-priced meals: 2%  
 Total number of students who qualify: 6

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%  
 Total number of students served: 27

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>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>8</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance | <u>11</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>3</u> Developmentally Delayed               |

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

|   | <u><b>Full-Time</b></u> | <u><b>Part-Time</b></u> |
|---|-------------------------|-------------------------|
| Administrator(s)  | <u>1</u>                | <u>0</u>                |
| Classroom teachers  | <u>18</u>               | <u>2</u>                |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>15</u>               | <u>4</u>                |
| Paraprofessionals   | <u>5</u>                | <u>18</u>               |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>5</u>                | <u>7</u>                |
| Total number  | <u>44</u>               | <u>31</u>               |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

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

|                             | <b>2011-2012</b> | <b>2010-2011</b> | <b>2009-2010</b> | <b>2008-2009</b> | <b>2007-2008</b> |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Daily student attendance    | 97%              | 96%              | 96%              | 97%              | 96%              |
| High school graduation rate | %                | %                | %                | %                | %                |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Greenbriar School is nestled near downtown Northbrook, a middle to upper class suburban community on the north shore of Chicago. In this neighborhood school, 384 kindergarten through fifth grade children learn and grow as their development is nurtured through the partnership between staff and parents.

Greenbriar's mission states: Greenbriar School will be a safe, nurturing, and engaging learning community. Through respectful collaboration between educators and parents, children will be challenged to their fullest potential as they become life-long learners and responsible citizens. The comprehensive curriculum, community engagement opportunities, and school traditions are designed to ensure the mission is achieved.

Students enjoy a rich curricula across content areas. The literacy model provides students with authentic literacy experiences throughout their day, while the math curricula challenges student thinking and asks students to apply problem solving strategies in novel situations. Instruction is differentiated to individualize learning or stretch students' expectations. Struggling students are offered interventions to build foundational skills and accelerate achievement. The EXCEL (gifted) program further extends educational experiences for children by providing an environment that nurtures student curiosity and talents at higher levels. Students have weekly experiences in art, music, library, and science lab, as well as daily instruction in PE and Spanish. Technology is integrated through authentic experiences that access curricular content. In addition to the computer lab, each classroom is well equipped with technology. Students have access to interactive white boards, iPads, iPods, and laptop computers. Social emotional learning is taught through the KIDsmarts character education program. Orchestra and band, which begin in the 3rd and 4th grade respectively, provide additional music opportunities. All students participate in the school's Winter Sing holiday performance, an annual tradition that engages our community. Additional programs offer enrichment, such as After School Sports, Art Club, and Student Council, which focuses on service opportunities and promoting school spirit.

Greenbriar School has 75 staff members, including certified faculty, instructional assistants, and support staff. Our faculty resources are abundant, and Greenbriar maintains a small student to teacher ratio in order to work with children in small groups and provide additional support outside of the general education classroom. Greenbriar teachers have a strong commitment to ongoing professional growth. Ninety-three percent of teachers have a masters degree or above, and three faculty members have achieved National Board for Professional Teaching Standards certification. Experts Ellin Keene and Diane Sweeny actively work with teachers, participating in coaching and dialogue about teaching and learning practices. The lab teacher program invites colleagues into the classroom for demonstration and analysis of student work and teaching. Teachers meet twice weekly in professional learning communities where conversation about student learning is the focus. Our faculty regularly monitors student growth through systematic processes and conversations that look at student performance in literacy and math.

Rich in tradition, each school year is filled with annual events eagerly anticipated by students and families. The traditional and spirited Greyhound Games kick off each year, followed by Friendship Day, Winter Sing, Art Adventure, Spirit Lunch, Student Council, Spring Musical, video yearbook, and more before wrapping up with the County Fair, a culminating event complete with carnival games and a cake walk. These school traditions benefit our students by providing opportunities for enrichment, social development, and connection to the school. Many of these events are sponsored in partnership with the PTO. Parents are actively involved, adding enriching experiences for students and providing a strong connection between home and school.

The PTO also sponsors additional programs: Artist-in-Residence, Science Night, Family Math, and Junior Great Books. Parent investment is long lasting, and many families are connected with Greenbriar well beyond the years their children are in school. Social connections are fostered across Greenbriar through

buddy classrooms. Students actively work with their older or younger buddy on meaningful learning projects, such as reading together, holiday celebrations, or service learning.

Greenbriar School completed a multi-million dollar addition project in 2012 using best practices in sustainable design. This milestone, three years in the making, was completed through a partnership between the Northbrook Park District and District 28. The expanded building provides additional classrooms and small group instructional spaces as well as a vast gymnasium that allows students greater opportunities within physical education. Our PE program is strong and has twice been awarded the Physical Education Blue Ribbon award. Greenbriar School has been fortunate to receive honors from Chicago Magazine, named as a top elementary school in multiple years and most recently identified as sixth in the greater Chicagoland area. In December 2012, Trib Local named Greenbriar as the number one area elementary school.

Greenbriar consistently receives the Bright Red Apple Award and the Bright A+ Award for academic performance.

Our rigorous curricula, high standards, and overall programming provide students with an excellent education, and we are honored to be considered for the National Blue Ribbon award.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. The Illinois Standards Achievement Test (ISAT) is the standardized instrument by which students' achievement is measured. Students in 3rd, 4th, and 5th grade are assessed annually in reading and math, and 4th graders also take a science assessment. The official ISAT designated performance levels and their definitions include:

- Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
- Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Below Standards: Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.
- Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively

At Greenbriar, it is our desire that students will Exceed Standards or fall within the upper range of the Meets Standards category. Any student who scores in or near the Below Standards category is eligible to receive academic intervention in reading or math. Since science results are not only a measure of science knowledge, but of non-fiction reading, children who are not yet performing to expectation in science may receive reading intervention as well. Academic Warning would signify the need for the highest level of school based support; however, Greenbriar has not had any children in this performance level. Our goal is for all children to be fully proficient and literate in all subject areas.

B. Our students' performance on the ISAT standardized assessment is strong. Student learning is consistent across the student body; we do not have any formally identified subgroups. As teachers have bolstered Tier One and Tier Two instruction, the need for special education identification has declined.

While Greenbriar's ISAT reading data over the last five years shows student achievement consistently higher than state average, since 2009 there has been marked growth in scores due to implementation of Partnerships in Comprehensive Literacy (Part V 2a). This instructional model includes a workshop approach, with authentic literacy instruction through mini lessons with mentor texts, guided reading, choice reading, differentiation, conferring, and coaching. Our students' increased ownership over learning and literacy has translated into improved performance on the ISAT measure.

Analysis of reading trends, 2008-2012:

- Grade level analysis: In 2012, all students achieved the highest proficiency levels to date.
- 5th Grade:
  - 100% meeting or exceeding standards in 2012.
  - 7% growth (93% to 100%) in students meeting or exceeding standards.
  - 7% growth (57% to 64%) in students exceeding standards.

- 4th Grade:
  - 98% meeting or exceeding standards in 2012.
  - 3% growth (95%-98%) in students meeting or exceeding standards.
  - Variable growth in students meeting or exceeding standards; however, all cohorts demonstrated growth.
- 3rd Grade:
  - 99% meeting or exceeding standards in 2012.
  - 7% growth (92% to 99%) in students meeting or exceeding standards.
  - 15% growth (43% to 58%) in students exceeding standards.
- Cohort analysis (defined by graduation year): All cohort groups receiving instruction under PCL have demonstrated growth during implementation from 3rd through 5th grade.
  - 23% growth (2010 cohort); 43% to 66%; first graduating class to receive PCL instruction.
  - 10% growth (2011 cohort); 43% to 53%; received PCL literacy instruction as 4th and 5th graders.
  - 6% growth (2012 cohort); 56% to 64%; first class experiencing three years of PCL instruction, resulting in higher starting point as 3rd graders.

In mathematics, we have achieved consistently stellar results. While areas for growth exist, we celebrate the achievement that nearly all children have met the ISAT standard for five consecutive years. We have now realigned our math curriculum to address the increased rigor of CCSS, which we anticipate benefiting our students. Using Math in Focus: Singapore Math is one specific strategy we are implementing to stretch our students' thinking and enhance conceptual understanding. Students are now taught to express mathematical reasoning and apply problem solving in their daily work.

Analysis of math trends, 2008-2012:

- Grade level analysis: In 2012, all students achieved the highest proficiency to date.
  - 3rd-5th Grade:
    - 100% meeting or exceeding the standard in 2012.
    - Annually, at least 96% meeting or exceeding.
  - 5th grade: 14% growth (29% to 43%) in number of children exceeding standards.
  - 4th grade: Variability in number of students exceeding standards, 47% to 56% to 36%.
  - 3rd grade: 44% growth (41% to 85%) in number of students exceeding standards.
- Cohort analysis (defined by graduation year): All cohorts remained proficient from third through fifth grade. A general decline in percentage exceeding standards is noted as students progress from 3rd through 5th grade.
  - 9% decline (2010 cohort); 41% to 32%.

- 30% decline (2011 cohort); 61% to 31%.
- 30% decline (2012 cohort); 73% to 43%.

This analysis illustrates a goal for more children to exceed the math standards across the 4th and 5th grade. Our current performance in this area is much lower than expected given our students' reading achievement and overall capabilities. With the implementation of CCSS and new instructional strategies, we are hopeful our students will respond positively and demonstrate growth.

In sum, our students' outstanding ISAT performance is a reflection of our commitment to teaching and learning.

## **2. Using Assessment Results:**

Greenbriar School utilizes data from multiple assessments to guide instruction, monitor student progress, and evaluate school performance. Using a layered approach, student growth is systematically measured through formative, summative and standardized assessments at national, state, local and individualized levels. Assessment data is used to enhance instruction and student acceleration.

At quarterly Assessment Wall (Dorn, Apprenticeship in Literacy) meetings, teachers look at student learning from a whole school perspective using data from ISAT (Illinois Standardized Achievement Test) and Benchmark assessments: Fountas and Pinnell Benchmark Assessment, ISEL (Illinois Snapshots of Early Literacy), and the District Writing Assessment. Additionally, teachers look at the progress of individual children over multiple years to ensure all are making consistent growth. If a student's growth stagnates, Tier One (classroom) layers of support are added to the student's instruction in order to accelerate growth. These Tier One decisions are made in a collaborative fashion with teachers and interventionists talking in small groups about individual student needs and how to best match Tier One layers with the need of the individual. Essentially, even when meeting about the whole school data, the individual child is never forgotten.

At thrice yearly IDM (Instructional Decision Making) meetings, we focus on children within a particular grade level. At these meetings we also use benchmark data, with the addition of authentic progress monitoring measures (including Informal Reading Inventories, Running Records, high frequency words) to make decisions about students needing or exiting Tier Two interventions. Data is used to drive decision-making about the type, frequency, and duration of intervention, and progress monitoring frequency and tools are determined. The goal is to help all children become proficient learners.

Learning Team Plus is another vehicle we use to assist the individual child. Learning Team Plus meets monthly and involves a small team of interventionists, specialists, and administrators (part V #7) who attend a grade level learning team. Armed with work samples, classroom data, and anecdotal records in order to give the team a clear picture of the needs of the child, teachers bring student concerns to the table; the team brainstorms ways to help that child within the context of the classroom. Roles and follow-up are determined, and progress is checked at subsequent meetings. Decisions to follow up with whole team problem solving may arise from these meetings.

Our school level System Level Intervention Committee oversees this entire process. Here, decisions are made about entrance and exit criteria, flowcharts for student referrals, and monitoring the health of the system. This team meets monthly and includes the principal, two classroom teachers, and members of the student services team (school psychologist, social worker, special education teacher, reading specialist, literacy coach, ELL teacher, EXCEL coordinator), ensuring that many perspectives are taken into consideration.

Students, parents and community are informed of progress in multiple ways. Teachers regularly confer with students, where they provide feedback about learning and set goals together. Parents are an active part of each child's educational team and attendance at fall and spring conferences is nearly 100%. Parents are a collaborative partner in all problem solving conversations and IEP meetings. Individualized student progress is also communicated through report cards with narrative comments, which are distributed at trimesters and include progress updates from interventionists. Teachers regularly email and call parents to share personalized updates on classroom performance. Finally, our district publishes an annual report of ISAT performance through the Update 28 newsletter, and a presentation of results is delivered to PTO Council. We find great value in sharing student progress with the community to advance learning opportunities and experiences.

### **3. Sharing Lessons Learned:**

Greenbriar faculty and administration appreciate the impact of professional growth on student achievement. Summertime and after-hours PD offered by faculty are well attended by teachers and administrators alike. Greenbriar faculty is well represented in courses on literacy instruction, mathematical curriculum, technology integration, and assessment practices. All courses are opportunities to share practices with colleagues and positively impact learning across our entire district.

Teachers eagerly take on and share new learning through learning teams, PD meetings, book studies, and learning alongside consultants. Greenbriar teachers host learning labs, where others may observe the classroom followed by discussion of instructional practices and student learning. Teachers then refine their professional practice amid continued observations and dialogue, which builds capacity among the full faculty.

Greenbriar reaches out beyond district borders, hosting numerous student teachers, sharing ideas via blogs and listservs, welcoming visitors from other districts into classrooms, and presenting new learning to others. Examples include:

- Greenbriar hosted a group of teachers from Kenilworth, IL, demonstrating implementation of a new common-core based math program.
- A first grade teacher invited West Northfield District 31 educators into her room, providing an overview of Daily Five implementation in a primary classroom.
- A fifth grade teacher facilitated a Westward Expansion simulation using a WIKI for teachers across the country; it has been successfully implemented by the fifth grade team and provides engaged learning opportunities for students that combine writing, reading and history studies.
- The gifted education teacher offers numerous workshops on storytelling and using math centers to differentiate. She hosts drop-in sessions for teams, assisting in implementing new strategies and curriculum.
- The literacy coach volunteers time to conduct after-hours literacy PD and book studies at Prairie Crossing Charter School. This is an opportunity to directly impact the literacy education of an additional 400 children. She is also a contributor to the books *Methods that Matter* and *Teaching the Best Practice Way*.
- The PE teacher welcomes other districts to observe the Blue Ribbon-winning PE program, and presents at NCLB and IAHPERD.
- The social work department schedules a meet-and-greet with outside agencies in order to provide the most current information for families seeking outside services.

Additionally, Greenbriar shares new learning with educational experts, which includes others in our learning process, and presents at conferences including: Illinois Association for Gifted Children, National Conference of String Teachers Association, International Reading Council, International Reading Association, Illinois Computing Educators, and National Storytelling Network.

#### **4. Engaging Families and Communities:**

Greenbriar believes student and school success are rooted in a partnership with families and the community. By inviting families and the community to engage in activities, we create a welcoming environment and increase student opportunities. The strategies Greenbriar implements have proven successful in cultivating academic excellence and social-emotional growth.

Parents and teachers work in unison to provide enriching activities that allow parents to become active members of their child's education. The Greenbriar Parent Teacher Organization has nearly 100% parent enrollment, and parents are extensively involved in the classroom. Parents participate in story reading, overseeing centers, publishing student writing, chaperoning field trips, and teaching Art Adventure. Art Adventure enriches our curricula through hands-on activities with an introduction to various cultures. Volunteers teach in the classroom using scripted lessons and prepared materials. Additional PTO sponsored events include Bingo Night, Movie Night, Book Fair, Field Day, Spirit Lunch, Greyhound Games (an opening celebration) and County Fair (an end-of-the-year event.) Parents also help produce the school's musical.

Communicating with parents and the community is a top priority for Greenbriar. The school newsletter is published bi-weekly and is sent electronically to each family. Teachers provide consistent communication to families through classroom newsletters, websites, emails, progress reports, and phone calls. Parent/Teacher Conferences are held twice a year, with nearly 100% attendance. Programs such as Curriculum Night and New Parent Orientation are highly attended and beneficial for sharing information. During Guided Tour Night, students, parents, and community are invited into classrooms to celebrate student success and view next year's curriculum. It also allows former students and families to reconnect with former teachers.

As a public entity, it is important to keep our community informed about school news and events. The district newsletter Update 28 accomplishes this communication. We also want to provide opportunities for involvement and avenues for feedback. In 2012, Greenbriar dedicated a new gymnasium, built in partnership with the Northbrook Park District, to the community. The facility is open for public use through the park district. Our "Healthy Food of the Week" program also connects the community to school and healthy eating choices. Our local grocery store meets weekly with the PE faculty to determine a "Healthy Food of the Week", which is discussed with students in PE and also displayed in the store.

Educating children is a collaborative effort. The community, parents, and teachers are essential to a student's success, and Greenbriar ensures these partnerships thrive.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

All Greenbriar students receive core curriculum instruction that addresses the state learning standards and Common Core State Standards (CCSS). In order to maintain high achieving learners, while always addressing the standards, Greenbriar regularly examines our core curriculum across all subject areas.

Greenbriar's literacy curriculum follows our comprehensive literacy scope, which outlines the skills and strategies to be introduced and developed through each grade level. The literacy scope was created through extensive research and working with nationally recognized experts, Ellin Keene and Diane Sweeney. The scope ensures students are meeting the learning targets in the CCSS. Skills and strategies are taught using leveled text across genres. Using the workshop model, teachers lead mini-lessons, facilitate guided reading groups, confer, and allow ample time for independent self-selected reading.

Students at all grade levels engage in vocabulary and differentiated spelling instruction. Writing instruction emphasizes writing for different purposes and varying audiences. Classrooms follow a Writers' Workshop model where students learn to develop focus and organization in their writing, while including detailed support. Technology is integrated when students gather information and research to help support their writing.

Greenbriar's newly revised math curriculum was designed based on the CCSS. This curriculum balances teaching students mathematical content as well as mathematical strategies through problem solving and critical thinking. All students learn to communicate (verbally and in writing) solutions to problems, as well as the steps needed to find the solution. Using the Math in Focus series, students are challenged to find multiple ways to solve problems and are encouraged to evaluate others' reasoning. Our math instruction aligns with our workshop model philosophy, providing students with both whole and small group instruction, and independent practice. To enhance learning, students use mathematical manipulatives and other tools, including technology.

A team of classroom teachers, science lab instructors, and administrators developed our science curriculum using the state learning standards. Each grade level focuses extensively on three or four units to ensure students have solid understanding of space, biological, physical, and Earth sciences. Weekly science lab instruction is reinforced in the classroom through hands-on lessons and literature.

Our social studies curriculum is based on state standards and was formed by an experienced team of educators and administrators in the district. All students are challenged to understand the structures and functions of political systems and the evolving economic system in the U.S. Students learn about significant moments in history and gain a detailed understanding of geography. Students also learn about their role as a member of society.

After extensive research and examination, our world language team implemented a unique multi-grade Spanish curriculum. Based on research showing numerous benefits of early language instruction, our first through fifth graders receive thirty minutes of daily Spanish instruction.

Our fine arts program provides opportunities for students to engage in choral and instrumental music and visual arts. Each year students perform musically and create artwork for our Winter Sing and Spring Musical. Optional experiences to participate in band and orchestra are also offered.

Greenbriar's Physical Education program, which received a Blue Ribbon Award in 2011, emphasizes the importance of developing physical skills and following a healthy, active lifestyle. Our fitness based program teaches students cooperation, respect for others and good sportsmanship. While participating in daily instruction, students reflect on progress through self-assessment.

Greenbriar's Social Emotional Learning curriculum, KIDsmarts, continues to evolve based on the needs of our students. Every classroom dedicates time to specific weekly instruction that includes topics such as: feelings, bullying, and friendship.

A high quality curriculum is the core of Greenbriar students' learning.

## **2. Reading/English:**

Greenbriar implements the Partnerships in Comprehensive Literacy (PCL) framework, based on the work of Linda Dorn and affiliated with the University of Arkansas and National Louis University. District 28 selected this model based on its philosophy, authentic literacy experiences, and ability to meet the needs of all learners. Grounded in research, it provides success for students and teachers; children are immersed in language and literacy-rich environments during literacy studio (workshop model), which provides a student-centered, flexible, and customizable framework where targeted mini-lessons are followed by shared, guided, and independent practice. Additionally, the framework aligns with CCSS. Important features (Dorn, Apprenticeship in Literacy), as implemented at Greenbriar include:

- Observation and responsive teaching: Teachers observe children's literacy behaviors and design instructional interactions based on children's strengths and needs
- Modeling and coaching: Teachers use modeling and coaching techniques with memorable demonstrations and descriptive language
- Clear and relevant language for problem solving: Teachers use language prompts that enable children to initiate planning, monitoring, and regulating actions for resolving problems with efficiency during literacy activities
- Adjustable and self-destructing scaffolds; teachers provide adjustable scaffolds that are removed when they are no longer needed
- Structured routines: teachers create predictable frameworks with organizational structures that promote children's independence
- Assisted and independent work: Teachers provide balanced opportunities for children to work at assisted and independent levels
- Transfer: teachers teach for the transfer of knowledge, skills, and strategies across shifting circumstances and for varying purposes

Using this approach, foundational skills in literacy are developed through guided reading instruction using leveled text. Students become critical thinkers as they learn to comprehend and develop their overall reading fluency. Metacognition is emphasized and modeled for children of all ages through read alouds, think alouds, mini-lessons, journal writing, and student to student sharing. At all grades, teachers regularly analyze running records to determine instructional moves and students' text levels.

The PCL model allows teachers to differentiate for students who struggle as well as those who exceed grade level expectations. The literacy coach provides Tier I support in the classroom through coaching cycles and continuing professional development. Tangled learners are identified during whole-school benchmarking periods (part IV #2, #5), in order to provide appropriate Tier II intervention: daily thirty minute instruction through Reading Recovery, Emergent Writing, Comprehensive Focus, or Guided Reading Plus. Children reading above grade level experience challenging books and are asked to apply reading strategies across genres and text with increasing complexity.

## **3. Mathematics:**

This school year, 2012-13, Greenbriar Elementary School is implementing a newly revised math curriculum based on the Common Core State Standards. All standards have been vertically aligned and “I Can” statements written in student-friendly language. All students are presented with their learning objective at the start of each math unit or concept and are able to self-assess their progress. District 28 selected the series Math In Focus: Singapore Math by Marshall Cavendish to use for instruction.

The rigorous Math in Focus program aligns with our expectations for higher mathematical achievement as well as our instructional philosophies. Students are taught using a concrete-pictorial-abstract learning progression. Manipulatives introduce a concept and give students a hands-on experience. Next, pictorials provide visual representation of the concrete, and finally the abstract problem or algorithm is introduced.

Teachers assess students’ prior knowledge preceding exposure to new concepts and examine the results to look for student strengths and weaknesses. Teachers then follow an initial instructional pathway to model concepts in a whole class lesson. Guided practice allows students to evaluate their understanding while working in small groups and receiving teacher direction. At this time, teachers pose individualized questions, such as “Are you sure?” or “How do you know?”, which evaluates the level of student understanding while requiring students to verbally explain their thinking. Students are expected to master conceptual knowledge as well as apply thinking to real life scenarios. Through ongoing problem solving, students are asked to reason and are required to explain their approach and solution to presented problems.

Through formative assessments, teachers can clearly determine students’ understanding of material and identify which individuals need re-teaching as well as those who are ready for enrichment activities.

Math in Focus has a clearly defined re-teaching section to support classroom instruction for struggling students. Greenbriar also has Tier II intervention groups at each grade level, which meet daily for thirty minutes, as another layer of instruction. Math in Focus also includes enrichment lessons for students who have attained mastery.

Greenbriar’s EXCEL (EXcellence and Challenge in Extended Learning) program provides accelerated math instruction for qualified 4th and 5th grade students. EXCEL is designed to meet the specific needs of intellectually gifted and academically talented students by helping them attain their full potential. Our EXCEL coordinator also works flexibly with kindergarten through 3rd grade students through whole group classroom extension activities, small groups, and individualized pull-out instruction. She also supports teachers in analyzing assessments and planning differentiated math units, lessons, and activities to meet student needs.

All Greenbriar students benefit from this rigorous mathematics instruction and curriculum.

#### **4. Additional Curriculum Area:**

Children thrive in Greenbriar’s visual and performing arts curriculum, regardless of their academic based skill level. At Greenbriar, teachers and parents partner to provide authentic fine arts experiences that challenge and develop the whole child.

The music curriculum asks children to create music, as they are responsible for singing, playing instruments, moving, composing, reading, writing, and improvising. Art classes are tailored to student learning through masterwork study, centers of inquiry, art creation, and reflection opportunities. Students in the fine arts engage in activities that develop creativity and self-esteem, in alignment with our school’s mission.

The fourth and fifth grade annual musical performance is an important school tradition that touches multiple aspects of Greenbriar’s mission, from lifelong learning to community collaboration. Speaking parts, choreography, and musical selections are chosen to ensure success, growth, and lifelong learning

for each child. The musical develops gross motor, vocal development, and public speaking, which are essential life skills. Students are fully immersed in each step of the theatrical experience. They paint backdrops and experience the totality of a performance, including props and full costumes. Parent volunteers contribute to the costume assembly and make-up for the performance. The final musical performance reflects the culmination of learning and is an accomplishment for the children, and the visible joy reflects their learning through the process.

All children perform in a student-centered multicultural Winter Sing concert. Within the concert, students perform using methods taught in the classroom. Speaking and instrumental parts, song selection, and creative movement are specifically chosen to share the knowledge of different cultures, languages, and religions. Through art, students create decorations for the performance which promotes ownership of the entire experience and showcases students' talents.

Teacher and parent collaboration in the arts provides a positive model for successful teamwork. The art department and Greenbriar PTO together facilitate the Art Adventure enrichment program, which exposes children to worldwide historical culture. The partnership also sponsors art events such as exhibits inside and outside the school where students and their families have many opportunities to view and appreciate student created artwork. The annual traveling art show and individual online art portfolios give students a tangible way to showcase their work. Additionally, each year, multiple pieces of student art are framed by the PTO and displayed prominently around the school to enjoy for decades to come.

Greenbriar's fine arts program is an integral part of each student's education.

## **5. Instructional Methods:**

Although Greenbriar currently has no formally identified subgroups, differentiation and constructivist teaching are integrated throughout our instructional methods for all students.

Students are fully immersed in the workshop model in reading and writing, allowing teachers to differentiate at all academic levels using small groups and individual instruction. Teachers work with flexible groups in daily guided reading lessons, and instructional level texts are chosen based on students' strengths and needs. Individualized goals are set during 1:1 or small group reading and writing conferences. Likewise, word study is differentiated for students as determined by a developmental spelling analysis. Students are encouraged to take the lead in their learning and choice is prevalent through book or writing topic selection.

In math, teachers differentiate instruction using flexible materials and approaches. Guided groups and centers are regularly used to meet the needs of all students; students at a concrete level of understanding may use manipulatives to best understand a concept, while another group of students works through enrichment activities centered around the same concept. Formative assessment continually informs instruction and is the basis for flexible groups; a student may receive concrete instruction in decimals and later receive enrichment instruction in geometry.

Teams of teachers and administrators meet on a regular basis to analyze student data and work samples for instructional purposes to ensure that all students are learning at an optimal rate (Part IV #2). Any student who needs further differentiation, whether for intervention or enrichment, is provided with a Tier One intervention aligned to student needs. If the child is still not learning at optimal levels, a Tier Two intervention is put in place; and finally, if needed, an individual problem-solving plan may be utilized. Such a plan would provide individualized learning opportunities such as heading over to our junior high for highly advanced math class or 1:1 reading instruction provided by a specialist.

Classroom teachers collaborate regularly with student services team members or technology support staff (part IV #2) to meet students' diverse instructional needs. Some examples of differentiated instruction that arise from this collaboration include:

- Picture cards, visual supports, and support cues
- Modified work quantities
- Daily Skyped lessons with a homebound student
- Partner/buddy work
- Developing language proficiency with websites
- Flexible learning labs
- Mini-lessons incorporating interactive whiteboards
- iPad applications for fact and reading fluency
- Use of computers in each classroom to assist students with writing

These examples show how instruction is modified or supplemented to ensure high levels of student learning and achievement.

## **6. Professional Development:**

Greenbriar provides embedded and ongoing professional development to teachers and administrators. Opportunities are offered in-district and outside of the district through conferences and workshops. With an increased emphasis on the workshop model, teachers have been provided with growth opportunities in reading, writing, and math. Faculty has also been provided support and learning opportunities to integrate technology throughout the curriculum, keeping all parties informed, current, and growing.

At Greenbriar, professional development aligns with our district vision, Vision 2015: Engaging in New Ways. Crafted in District 28 and based on the work of the DuFours, Marzano, Schmoker, and Stiggins, among others, this vision incorporates three core components: Student Engagement and Motivation, Professional Practices of Educators, and Learning Teams.

All professional development is aligned under this plan. It is forward-thinking and intentional about success, based on the very best practices and latest research in the field of education, and builds clarity, understanding, and cohesion around how we spend our time, efforts and resources.

Numerous faculty leaders provide focused, ongoing professional development and support at an individual, learning team, school, and district level. Professional development mini-lessons are included during faculty meetings, such as modeling and conversation surrounding reading or writing workshop or looking together at student work. The lab teacher program invites colleagues into the classroom for demonstration and analysis of student learning. Faculty regularly engage in learning through curriculum mapping, trainings with consultants, or teamwork on building initiatives. These sessions may be led by the literacy coach, school psychologist, building principal, district administrator, outside expert, or other knowledgeable faculty member.

Greenbriar teachers actively participate in the district's optional, extensive professional development opportunities offered during the summer, after school, or weekends. Classroom teachers, special area teachers, and administrators share their expertise by facilitating workshops and other learning

opportunities for their peers. Often teachers pull together a “Lunch Bunch” to discuss recent learning from a professional development session. Professional book studies are commonplace, and staff also meet together to keep current in children’s literature and replicate the authenticity of literature discussions.

During Learning Teams, teachers meet to discuss student data and progress, common assessments and academic, social, and emotional needs of students as well as share ideas and co-plan common curriculum and assessments (part IV, #2). Administrators, specialists, and support staff are also involved in these meetings on a rotational basis. This has increased the faculty’s capacity to discuss student needs in a focused, student-centered atmosphere, resulting in higher student achievement and a school culture that celebrates every child.

## **7. School Leadership:**

Successful leadership serves as a catalyst, which ignites positive action within Greenbriar. Our shared leadership philosophy incorporates the strengths and talents of all faculty members by working together on committees ranging from social to curriculum, to maximize their positive impact throughout the school. Collectively, we recognize that strong leadership is vital to the academic and emotional success of the whole child.

The shared sense of leadership starts with the principal and extends throughout the school. Our principal has an inclusive, team-oriented approach and is constantly seeking input on policies and decisions involving the school and includes all ideas in decision-making. She leads and/or facilitates RTI and Instructional Decision Making meetings, building committee meetings, and faculty meetings. Our principal participates in grade-level team meetings, is a constant presence in the classrooms, and has demonstrated a clear commitment to student achievement. Also under the principal’s guidance, instructional assistants attend monthly meetings where relevant information is shared, professional development is offered, and feedback is encouraged.

Greenbriar’s System Level Intervention committee meets monthly to discuss the school wide intervention structure through the lens of student achievement. This team analyzes student data and growth through the school year as well as percentages of children receiving instruction through Tiers I, II, and III.

Members of this committee represent a cross section of faculty: specialty areas, classroom teachers, and principal.

Our social/emotional learning curriculum, KIDsmarts, was designed by Greenbriar teachers and structured for all staff members to take an active role in weekly instruction. KIDsmarts lessons promote important lifelong skills. Teachers lead by example and infuse concepts throughout the school day, in all aspects of students’ experiences.

The Mentor Program is another example of shared leadership. Veteran teachers are paired with first year teachers to consistently exhibit support and encouragement surrounding student growth. Mentoring is a two-year commitment. Additionally, Greenbriar’s literacy coach facilitates teacher coaching cycles based on students’ needs.

Greenbriar is also unique in its leadership with the creation of its own cross-curricular Building Leadership Team. This group was established to create a shared sense of purpose and direction. The role of the BLT is to guide our work together and determine a cohesive direction across grades and disciplines.

Greenbriar believes that shared instructional leadership is essential to student achievement. Our faculty participation rate on school committees is 100%. All staff members willingly, and seamlessly, take on leadership roles to advance the work of promoting student success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: Illinois Standards Achievement Test  
Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 100       | 100       | 98        | 97        | 97        |
| Exceeds   | 85        | 69        | 73        | 61        | 41        |
| Number of students tested   | 72        | 62        | 55        | 67        | 61        |
| Percent of total students tested  | 100       | 98        | 100       | 99        | 100       |
| Number of students alternatively assessed   | 0         | 1         | 0         | 1         | 0         |
| Percent of students alternatively assessed  | 0         | 2         | 0         | 1         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 1         | 3         | 2         | 1         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    | Masked    |           |
| Exceeds   |           |           | Masked    | Masked    |           |
| Number of students tested   |           |           | 1         | 1         |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           |           | Masked    |
| Exceeds   | Masked    | Masked    |           |           | Masked    |
| Number of students tested   | 1         | 5         |           |           | 1         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 7         | 6         | 5         | 2         | 9         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Number of students tested   | 3         |           | 1         | 1         | 1         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 99        | 92        | 98        | 97        | 92        |
| Exceeds   | 58        | 50        | 58        | 43        | 43        |
| Number of students tested   | 72        | 62        | 55        | 65        | 61        |
| Percent of total students tested  | 100       | 98        | 100       | 98        | 100       |
| Number of students alternatively assessed   | 0         | 1         | 0         | 1         | 0         |
| Percent of students alternatively assessed  | 0         | 2         | 0         | 2         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 1         | 3         | 2         | 1         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    | Masked    |           |
| Exceeds   |           |           | Masked    | Masked    |           |
| Number of students tested   |           |           | 1         | 1         |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           |           | Masked    |
| Exceeds   | Masked    | Masked    |           |           | Masked    |
| Number of students tested   | 1         | 5         |           |           | 1         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 7         | 6         | 5         | 2         | 9         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           | Masked    |           | Masked    |
| Exceeds   | Masked    |           | Masked    |           | Masked    |
| Number of students tested   | 3         |           | 1         |           | 1         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Illinois Standards Achievement Test  
Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 100       | 100       | 98        | 100       | 96        |
| Exceeds   | 36        | 56        | 45        | 51        | 47        |
| Number of students tested   | 61        | 54        | 64        | 67        | 45        |
| Percent of total students tested  | 98        | 100       | 98        | 100       | 100       |
| Number of students alternatively assessed   | 1         | 0         | 1         | 0         | 0         |
| Percent of students alternatively assessed  | 2         | 0         | 2         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           | Masked    | Masked    |
| Exceeds   | Masked    | Masked    |           | Masked    | Masked    |
| Number of students tested   | 1         | 2         |           | 3         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    |           |           |
| Exceeds   |           |           | Masked    |           |           |
| Number of students tested   |           |           | 1         |           |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           |           | Masked    | Masked    |
| Exceeds   | Masked    |           |           | Masked    | Masked    |
| Number of students tested   | 5         |           |           | 1         | 1         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 5         | 6         | 1         | 7         | 8         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           | Masked    | Masked    |
| Exceeds   |           |           |           | Masked    | Masked    |
| Number of students tested   |           |           |           | 2         | 4         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 98        | 98        | 94        | 97        | 95        |
| Exceeds   | 56        | 67        | 63        | 47        | 67        |
| Number of students tested   | 61        | 54        | 65        | 66        | 43        |
| Percent of total students tested  | 98        | 100       | 98        | 100       | 100       |
| Number of students alternatively assessed   | 1         | 0         | 1         | 0         | 0         |
| Percent of students alternatively assessed  | 2         | 0         | 2         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           | Masked    | Masked    |
| Exceeds   | Masked    | Masked    |           | Masked    | Masked    |
| Number of students tested   | 1         | 2         |           | 3         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    |           |           |
| Exceeds   |           |           | Masked    |           |           |
| Number of students tested   |           |           | 1         |           |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           |           | Masked    | Masked    |
| Exceeds   | Masked    |           |           | Masked    | Masked    |
| Number of students tested   | 5         |           |           | 1         | 1         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 5         | 6         | 1         | 7         | 8         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           | Masked    | Masked    |
| Exceeds   |           |           |           | Masked    | Masked    |
| Number of students tested   |           |           |           | 1         | 2         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Illinois Standards Achievement Test  
Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 100       | 98        | 97        | 96        | 98        |
| Exceeds   | 43        | 31        | 32        | 28        | 29        |
| Number of students tested   | 56        | 64        | 66        | 47        | 58        |
| Percent of total students tested  | 100       | 98        | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 2         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Number of students tested   | 2         |           | 2         | 1         | 3         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           |           | Masked    |
| Exceeds   | Masked    | Masked    |           |           | Masked    |
| Number of students tested   | 1         | 1         |           |           | 1         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           | Masked    | Masked    | Masked    |           |
| Exceeds   |           | Masked    | Masked    | Masked    |           |
| Number of students tested   |           | 4         | 1         | 1         |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | 90        |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | 0         |
| Number of students tested   | 6         | 2         | 6         | 8         | 10        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    | Masked    | Masked    |
| Exceeds   |           |           | Masked    | Masked    | Masked    |
| Number of students tested   |           |           | 2         | 4         | 3         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999 Publisher: Pearson

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Meets and Exceeds   | 100       | 98        | 97        | 91        | 93        |
| Exceeds   | 64        | 53        | 66        | 55        | 57        |
| Number of students tested   | 56        | 64        | 65        | 47        | 58        |
| Percent of total students tested  | 100       | 98        | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 2         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Exceeds   | Masked    |           | Masked    | Masked    | Masked    |
| Number of students tested   | 2         |           | 2         | 1         | 3         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    |           |           | Masked    |
| Exceeds   | Masked    | Masked    |           |           | Masked    |
| Number of students tested   | 1         | 1         |           |           | 1         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           | Masked    | Masked    | Masked    |           |
| Exceeds   |           | Masked    | Masked    | Masked    |           |
| Number of students tested   |           | 4         | 1         | 1         |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Meets and Exceeds   | Masked    | Masked    | Masked    | Masked    | 70        |
| Exceeds   | Masked    | Masked    | Masked    | Masked    | 20        |
| Number of students tested   | 6         | 2         | 6         | 8         | 10        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           | Masked    | Masked    | Masked    |
| Exceeds   |           |           | Masked    | Masked    | Masked    |
| Number of students tested   |           |           | 1         | 4         | 3         |
| <b>6.</b>   |           |           |           |           |           |
| Meets and Exceeds   |           |           |           |           |           |
| Exceeds   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b><br>Masked indicates data were not made public because fewer than 10 students were tested.<br>The minimum of reporting subgroup is 10. |           |           |           |           |           |