

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Judy Gurga

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

Official School Name Fairview Elementary School

(As it should appear in the official records)

School Mailing Address 375 Arizona Blvd

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

City Hoffman Estates State IL Zip Code+4 (9 digits total) 60169-1922

County Cook County State School Code Number* 05-016-0540-04-2010

Telephone 847-357-5700 Fax 847-357-5701

Web site/URL http://fairview.sd54.org/ E-mail judygurga@sd54.org

Twitter Handle @D54schools Facebook Page www.facebook.com/d54schools 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. Andrew DuRoss E-mail: andyduross@sd54.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Schaumburg CCSD 54 Tel. 847-357-5000

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. Bill Harper
(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, 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 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 27 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. 0 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	0	0	0
K	35	33	68
1	57	52	109
2	31	50	81
3	42	46	88
4	47	43	90
5	35	30	65
6	38	46	84
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	285	300	585

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 38 % Asian
 - 3 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 3 % 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 2012 - 2013 year: 11%

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, 2012 until the end of the school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1	585
(5) Total transferred students in row (3) divided by total students in row (4)	0.115
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 20 %
115 Total number ELL
 Number of non-English languages represented: 41
 Specify non-English languages: Spanish, Gujarati, Hindi, Polish, Urdu, Korean, Tamil, Bulgarian, Telegu, Mandarin, Pilipino, Serbian, Arabic, Marathi, Russian, Assyrian, Japanese, Thai, Bosnian, Cantonese, Croatian, Other, Turkish, Vietnamese, Bengali, Czech, Italian, Kannada, Malayalam, Mongolian, Albanian, Amhatic, Danish, Farsi, French, Hungarian, Ibo, Konkani, Oriya, Ukrainian, Yoruba
8. Students eligible for free/reduced-priced meals: 13 %
 Total number students who qualify: 74

If this method is not 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.

9. Students receiving special education services: 7 %
41 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.

- | | |
|-------------------------|---|
| 4 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 8 Specific Learning Disability |
| 2 Emotional Disturbance | 13 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 8 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	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 24:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	95%
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 2013

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 X

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

PART III – SUMMARY

Fairview Elementary School's mission is to provide instruction that meets the needs of all students. Our staff is dedicated to reflecting on assessment data to drive instruction and ensure student growth. They intentionally incorporate higher-level questions and student-engagement strategies to accelerate the growth of all learners.

Our goals include the following:

- Students who have attended Fairview for at least one year will be at grade level in reading and math upon entering third grade as measured by Measures of Academic Progress (MAP).
- Fairview will close the achievement gap for all students in reading and math as measured by both district and state assessments.
- Students will perform at or above the 90th percentile in meeting individual student growth targets in reading and math as measured by MAP.

To achieve these goals, Fairview is committed to working collaboratively as a Professional Learning Community (PLC) to create common assessments, which allow us to identify ability levels and target instruction during daily 30-minute acceleration blocks for all students in both reading and math.

Fairview began implementing PLCs in 2005. The staff became cohesive in planning and working for the benefit of all students. Fairview staff members have presented about our successful PLC practices with Drs. Rick and Becky DuFour, and several school districts sent staff to observe our PLCs in practice.

Fairview has been recognized for its efforts. The Illinois State Board of Education presented Fairview with the Academic Improvement Award in 2007 and the Academic Excellence Award in 2009, 2010, 2011 and 2012, an honor given to schools where 90% of students met or exceeded standards in both reading and math for the three most recent school years on the Illinois Standards Achievement Test.

Fairview is a kindergarten through sixth-grade school in Hoffman Estates, Illinois. Our first- through sixth-grade classes are multigrade configurations (first and second, third and fourth, fifth and sixth).

Fairview students are 42% White, 38% Asian, 14% Hispanic or Latino, 3% Black and 3% Multiracial. Twenty percent of students are English Language Learners (ELL), and 13% of students are eligible for free/reduced-price meals.

Fairview saw a spike in enrollment in 2011 with an increase of 120 students. Our current enrollment is 585 students. The rise in numbers brought a cultural shift as 41 different languages are now represented in our school. Approximately 50% of kindergartners are ELL. This change has created an environment that offers rich opportunities for learning about other cultures. Our staff responded to this shift to meet the needs of an increasingly diverse population. We focus on student strengths to provide them with appropriate instruction and support. The needs of students are at the forefront of every decision we make.

High parent/guardian involvement contributes to our success. Twice a year, teachers meet with students and their parents/guardians at student-led conferences to set goals and create an action plan for achieving growth. A commitment from all parties to work toward the goals is put in writing. The goals and action plan are referred to throughout the year to ensure students are on track for success.

The Fairview PTA is comprised of dedicated families who support the school mission by providing enriching learning experiences, such as book fairs, competitive science fairs and reading incentive programs. Administrators and staff attend each PTA meeting to promote communication and plan for activities.

Additionally, the PTA works closely with the Positive Behavioral Interventions and Supports (PBIS) committee to provide cultural arts assemblies, which align with our positive behavior plan. We use a

positive behavior reinforcement plan to model, reinforce and reward appropriate behavior so class time is spent on instruction, not discipline.

Each year this program evolves to keep students engaged. We incorporated the 8 Keys of Excellence from Quantum Learning to provide common language and embed behavior management into the curriculum. We hold all-school assemblies each month, the Falcon Forum, to share data, set school-wide behavior goals and recognize student achievement. Student leaders perform skits to model expected behaviors, and the goals are highlighted in daily announcements. Families are notified of the goals each month. We have low-cost celebrations when the goal is met, and reteaching when it is not.

Fairview also benefits from working with senior volunteers, the central office Volunteer Corps and the local high school mentoring program. Senior volunteers and the Volunteer Corps facilitate student activities in classrooms under the guidance of the classroom teacher. High school mentees spend each afternoon providing assistance to teachers and students.

The Fairview community exhibits a deep dedication to providing students with the best possible learning experience from the curriculum and instructional methods used to the warm and supportive environment that has been created. Our school community is committed to high achievement for all. We constantly remind our students of our motto “No Goal is Too High Where Falcons Fly.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Fairview students achieve at high levels on school, district, state and nationally normed assessments.

Students in grades three through six take the Illinois Standards Achievement Test (ISAT) in reading and math. Fourth-grade students also take the ISAT in science. The tables included in this application show the percentage of students meeting or exceeding standards on this assessment. In 2013, the State board of Education increased the grading scale in reading and math to better align with the more rigorous Common Core State Standards and help schools prepare for the new PARCC assessments, which will replace the ISAT in 2015.

The state also changed the ISAT test. In 2013, 20 percent of the questions on the reading and math ISAT tests contained items written to the Common Core. In 2014, 100 percent of the questions aligned with Common Core.

Fairview students made AYP under the new, more rigorous testing and grading in 2013 (2014 results will be released this summer).

The four ISAT performance levels are:

- Exceeds Standards – Demonstrates advanced knowledge and skills in the subject;
- Meets Standards – Demonstrates proficient knowledge and skills in the subject;
- Below Standards – Demonstrates basic knowledge and skills in the subject; and
- Academic Warning – Demonstrates limited knowledge and skills in the subject.

More information about the ISAT and results may be found at www.isbe.net and <http://iirc.niu.edu/>.

All students in kindergarten through sixth grade also take the nationally normed Measures of Academic Progress (MAP) assessment. Students performing above the 85th percentile are considered exceeding grade-level standards; students between the 40th and 84th percentile are meeting grade-level standards; and students performing between the 1st and 39th percentile are performing below grade-level standards.

b) Data from the ISAT indicates a consistent high level of performance in both reading and math. From 2009 until 2012, more than 90% of Fairview students met or exceeded both reading and math standards. In 2013, with an increase in the grading scale and 20% of the questions aligned to the Common Core State Standards, the scores fell to 87.2% meeting or exceeding in reading and 89.3% meeting or exceeding in math overall. However, when we compared our student scores using the state's grading scale from 2006 through 2012, our students would have scored a 95% in reading and a 99% in math, indicating that our students were able to maintain their high reading score and increase their math score by 1%.

Fairview only has two subgroups – White and Asian – according to the Illinois State Board of Education, which defines subgroups as having at least 45 students. Therefore, staff members examine data from other subgroups with fewer students. Staff further examines individual student and grade performance to determine where and why the largest gaps occurred.

For example, 100% of our Hispanic sixth-grade students met or exceeded standards in math in 2012, compared to 79% in 2013. When comparing the score using the 2012 cut scores, 93% would have met standards. However, the 79% indicates that some of our Hispanic students fell into the “not meets” category. This indicated a need to improve the rigor of our instruction and ensure mastery in key mathematical concepts.

Similar results showed in reading for sixth-grade Hispanic students where 100% met or exceeded standards in 2012, compared to 64% in 2013 (or 79% using the old scale). Again, this key piece of data demonstrated

a strong need to improve the level of instruction in reading so every student would meet the Common Core State Standards.

While we knew the test had become more rigorous we also accepted the challenge to improve the learning outcomes of students. Fairview staff changed the way they looked at data and delivered both initial instruction and acceleration. PLCs targeted students by name and need with support from ELL resource teachers.

To ensure that instruction was explicit, teachers in each grade-level PLC posted “I Can” statements before each reading and math lesson in large and small group settings. These statements tell students what to listen for and what they were expected to be able to do. It is expected that they will use this language when speaking and in their writing. An example of an I Can statement for third-grade reading is “I can compare and contrast the main ideas and key details in two different texts written on the same topic.”

Students receive rigorous daily guided instruction in both reading and math delivered by a certified teacher. In addition, these students receive an additional 30 minutes of daily small-group acceleration in both reading and math. During acceleration, students work in groups of eight or less with the certified staff member who is considered the most expert, which draws from a pool of classroom teachers, ELL teachers, special education teachers, the literacy coach or the enrichment coach at each grade level. No new instruction is delivered in the classroom during the acceleration block so students do not miss essential learning opportunities.

To avoid fatigue, teachers have received training in Quantum Learning strategies, which allow for purposeful brain breaks and movement between activities. Student engagement was a school-wide goal. In addition to Quantum, other activities were put in place, including turning to talk to a partner, explaining your thinking, and explaining the thinking of another person.

2. Using Assessment Results:

Fairview is committed to analyzing assessment data to provide targeted instruction to all students and to create and reflect upon our school improvement plan.

Before school begins, Fairview staff disaggregates and analyzes ISAT data to evaluate strengths and areas in need of improvement in teaching and learning. ISAT results are sent to parents with an explanation of the results and an invitation to contact the school for questions or clarification.

Staff uses results from Measures of Academic Progress, an individualized assessment, which measures growth and is administered three times per year. The fall MAP results are shared with families at parent-student-teacher conferences in October when stakeholders come together to set goals and create an action plan. The results from the second MAP assessment are shared at student-led conferences in January where goals and action plans are reviewed and revised. Spring results are sent home with an invitation to discuss results with teachers and administrators.

Fairview families receive school information during Back-To-School Night before the start of the school year and at Curriculum Night shortly after school begins. The school goals and grade-level school improvement goals are posted in the main entrance for all visitors to see.

Teachers use MAP results to group students flexibly during daily acceleration time in reading and math. Students performing below the 11th percentile receive Tier II and Tier III intervention and those between the 11th and 40th percentile receive Tier II intervention to accelerate growth and close the achievement gap. Students performing above the 40th percentile receive enrichment to enhance their learning and accelerate growth. Additionally, Tier III students in grades three through six are invited to participate in the Targeted Assistance Program, which meets for one hour three days per week after school to assist students with homework and classwork. Tier III kindergartners through second-graders are invited to a 45-minute Extended Day program either before or after school.

To monitor student progress and mastery of essential outcomes, teachers meet in Professional Learning Communities (PLCs) to create common assessments. The PLC identifies the most important standards in both reading and math to be assessed each trimester based on the Common Core State Standards. The goal is for staff to ensure students are achieving mastery and adjust their teaching or provide extra support if they are not. These common assessment results are sent home with all students and are also posted to the District 54 online parent portal for students in third through sixth grade.

Grade-level PLCs are given a full day of release time in the first trimester to create their grade level's action plan for the School Improvement Plan (SIP), and again in the second and third trimester. On these days, staff also analyzes MAP data to group or regroup students and plan for instruction and assessments. Throughout each trimester, team planning time is used to monitor student growth using common assessment results. SIPs are reviewed by the superintendent and cabinet on a 90-day review cycle with teachers presenting their data and student progress.

3. Sharing Lessons Learned:

Fairview administrators, staff, students and parents take great pride in celebrating the school's success. We recognized that teachers benefit from working with others teachers across the district, state and nation as a great professional learning community dedicated to student achievement.

At a district level, Fairview staff members have shared their knowledge and experience by teaching a variety of courses that have been attended by staff from our 22 elementary and five junior high schools. At a District 54 professional development symposium last summer, Fairview teachers presented Meaningful Mini-lessons and Constructive Conferencing, Maximizing ELL Support Through Co-Teaching and Co-teaching + Co-planning + Co-creating = SUCCESS for ELL Students.

Fairview staff members also joined with Drs. Rick and Becky DuFour for three years in a row to share their experience in implementing Professional Learning Communities (PLCs). These two-day workshops were attended by District 54 teachers, administrators, cabinet members and the superintendent, as well as, staff from surrounding districts.

Fairview staff members have also served on District 54 task forces charged with writing essential outcomes and selecting instructional materials for literacy, math and writing. Other committees they have served on include teacher evaluation, report card adoption and the Superintendent's Communication Council.

In the past four years, Fairview has twice hosted teachers and administrators from out-of-state districts who wished to see our PLCs in action. Visitors arrived before school to meet with administrators, receive their schedules and listen to a brief orientation. The visitors then observed teaching and learning activities in classrooms, and later observed teams as they planned in their PLCs. During lunch and after observations, Fairview administrators and teachers met with the visitors to answer questions and clarify processes.

For the past three years, Fairview's ELL and classroom teachers have presented at the Illinois Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students on topics including Maximizing ELL Support Through Co-teaching, Co-teaching + Co-planning + Co-Creating = Success for ELL Students, Running a Successful Before- and After-School Program, Meeting the Needs of All Students Through Guided Reading and Resource and Transitional Program of Instruction Model. This annual conference features nationally recognized speakers, expert panels and a broad range of concurrent panels on a vast range of topics related to English language learning.

4. Engaging Families and Community:

Fairview School has a history of strong, collaborative and supportive relationships with families and the community. We value family input and demonstrate that commitment by asking parents to serve on the School Leadership Team (SLT) and Positive Behavioral Interventions and Supports (PBIS) Team.

We have an active PTA at Fairview School. Administrators and staff members attend all PTA meetings and functions to strengthen communication and relationships with our families.

To meet the needs of Fairview families, Family Nights are held for a variety of purposes. At the beginning of the school year we have a Back-to-School event where parents and students can meet teachers and prepare for the first day of school. We also host a Curriculum Night for adults only, to share with parents what their children will be learning that school year and answer any questions.

Other evenings, such as Family Literacy Night and Family Math Night, provide information to help families work as partners in contributing to their children's success in school. Occasionally we host a special educational event in response to interests and concerns expressed by our families, such as Internet Safety Awareness and Nutrition from the Ground Up.

It is also important for our families to join with our school community to celebrate the successes of our students. Families join us for nights of celebration, including the All-School Art Show, Science Fair, Celebrate Reading and Writing, and Open House where student work is on display and staff is available to meet with families.

Fairview families and staff also are engaged in programs that benefit a wider community. Activities for the past four years have included collecting items to send to military stationed overseas, collecting clothing and money for the District 54 Community Closet, collecting food and money for the District 54 Food Pantry, and collecting money for Leukemia research.

Family members as well as other volunteers visit Fairview to speak at our annual Career Day for students in grades three through six. These volunteers talk about their education and training, and serve to motivate students to achieve their future goals.

Other volunteers from the community include parents and guardians, senior volunteers, the district office Volunteer Corps, and high school students. The relationships we have and the support given by Fairview families and community members provide a richer learning environment for our students, which strengthens their overall success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Dedication and commitment to student success are the driving principles of all staff at Fairview. All students are held to the highest standards and supported to reach their full potential. Best practices of instruction are implemented in each content area to engage and meet the individual needs of each learner.

Whole-class instruction is provided in conjunction with guided groups to support individual student needs. Fairview also provides blocks of time each day where students are given additional interventions. Students who demonstrate mastery of grade-level skills receive enrichment and extension lessons during this time period to continue their growth. Students who fall below the 40th percentile, based on the MAP assessment, are given an additional 30 minutes of literacy and/or math instruction. These reading and math interventions support essential outcomes which help students build essential knowledge. Our special education and bilingual staff co-teach within classrooms to provide assistance to all learners and support during this acceleration time.

The District 54 Essential Outcomes for English/Language Arts, which are aligned to the Common Core State Standards, are embedded throughout each curricular area to develop competent, life-long readers and writers.

A balanced literacy approach to instruction provides the framework to help all students become effective readers and writers. At Fairview, at least 135 minutes a day is devoted to literacy instruction. The research-based comprehensive literacy series, Treasures from McGraw-Hill, is the core of the balanced literacy program. In 2012, District 54 formed a team of teachers representing all grade levels to repurpose and resequence all literacy resources from the core series to develop instructional resources aligned to the Common Core State Standards. A balanced literacy approach to the Common Core State Standards provides students with daily reading and writing activities to help them comprehend essential skills and communicate more effectively. Within the balanced model, students participate in daily shared reading, guided reading, independent reading, read-alouds, word study and writing.

Math teachers guide students to solve problems and continue to develop critical-thinking strategies. Students develop proficiencies in the areas of algebraic thinking, computational procedures, measurement and data, and geometry and fractions, as prescribed by the Common Core State Standards. High cognitive-demand tasks and problem-solving opportunities connect students to a real-world application of mathematics. Teachers use a concrete, representational, abstract instructional approach to build a solid foundation in mathematics. Students are asked to communicate and justify their mathematical thinking through written and spoken language. A guided math approach to teaching is incorporated in each classroom to enhance learning for all students by providing intervention or enrichment opportunities.

Fairview's science curriculum is an inquiry-based, hands-on learning experience based on the District 54 Essential Outcomes for science and supplemented with a curriculum provided by Scott Foresman. The goal is to engage students in the work of a scientist through exploration, explanation, elaboration and evaluation. Fairview's teachers integrate trade books and use interactive texts to develop background knowledge and enhance the understanding of scientific concepts.

The TCI – Social Studies Alive! program provides not only social studies textbooks, but an interactive social sciences curriculum. Fairview teachers create engaging and stimulating experiences for every student when learning about the social sciences.

Physical education and health instruction provide students with the knowledge and ability needed to maintain active, healthy lifestyles. Instruction is differentiated to student needs, abilities and interests. As part of the curriculum, physical education enrichment is offered throughout the year during lunch recess to support students as they put into practice the skills learned in class.

Fine arts instruction further develops the cultural knowledge and skills of Fairview students. All students participate in a well-rounded offering of art and music, with band and orchestra classes available to intermediate grade students. As part of the curriculum, art and music enrichment is offered during lunch and after school to offer extension and application opportunities for students.

Technology is an invaluable resource that provides assistance to all students. Rather than being taught as a special class, technology is embedded in all curricular areas to support student learning.

2. Reading/English:

Fairview utilizes a balanced literacy philosophy with high expectations for success to meet the needs of all learners. The ultimate goal is for all readers and writers to become proficient.

During shared reading and read-alouds teachers model strategies and skills. Students are introduced to a variety of genres and texts to strengthen their skills as readers. Fairview follows a scope and sequence that includes selections that focus on our District 54 Essential Outcomes and the Common Core State Standards. Teachers model reading strategies to increase reading comprehension, vocabulary and fluency. Students reflect through meaningful conversations that allow the teacher to assess their learning.

A critical component of balanced literacy is guided reading. Students work daily in small, flexible groups facilitated by the teacher at the student's instructional reading level. This gives students an opportunity to apply the strategies they know to new text with teacher support. As students analyze text, they improve their comprehension, vocabulary and word analysis skills. At-risk students also receive targeted instruction on a daily basis in guided reading.

Through independent reading, students continue to apply reading strategies and skills. The books and materials chosen are at a reading level that students can comprehend while expanding their vocabulary and instilling an intrinsic enjoyment for reading as they gain meaning.

Writing is essential for good communication. The teacher models and demonstrates the process of putting ideas into written language using a variety of mini-lessons that focus on the writing process. The learners develop their ideas through writing multiple paragraphs. Students are given opportunities to engage in purposeful writing using narrative, expository and persuasive structures to communicate for a variety of purposes.

Fairview provides a variety of ways for students to become proficient readers and writers. Whether they are working in small groups or receiving direct instruction in a large-group setting, students are challenged to become better readers, writers and thinkers. As our students look to the future, they see the value in reading and writing as lifelong skills that promote and encourage success. Fairview's balanced literacy approach ensures all students' needs are not only met, but that students are pushed to achieve high standards.

Grade-level teams determine student proficiency targets based on the Common Core State Standards. Teams develop, administer and reflect on common assessment data. The information gleaned from common assessments supports teachers as they plan lessons, design interventions and build capacity among team members.

3. Mathematics:

Fairview uses the University of Chicago's Everyday Mathematics as the core resource for planning mathematics instruction. With the adoption of the Common Core State Standards, a District 54 Task Force realigned the curriculum to emphasize instructional models and strategies, as well as mathematical thinking. By bridging the format of the Everyday Mathematics program with the Common Core, Fairview ensures understanding of the mathematical concepts and an effective transition through grade levels for students.

Grade-level teams at Fairview collaboratively develop instructional opportunities for students that emphasize procedural and conceptual mathematical tasks. Students develop problem-solving abilities and increase computational skills. Students are engaged in active, collaborative work, using manipulatives and technology. While performing calculations, students construct and discuss multiple solutions to problems. Many algorithms are introduced for each mathematical operation, so the student selects the most effective method.

During core instruction in mathematics, students' oral language skills are enhanced as teachers prompt them to explain the processes they used to arrive at solutions, critique the reasoning of their classmates and ask questions when they disagree with a strategy.

Fairview students receive 60 minutes of initial math instruction and 30 minutes of math acceleration daily. All math classes follow a balanced instructional framework ensuring that students receive individualized and differentiated instruction. Based on formative data and lesson/task performance, classroom teachers differentiate core instruction for students. Teachers work with small groups of five to six students, supporting those struggling with understanding a concept and challenging students who are mastering a concept. For example, the gifted/enrichment coach may work with a group of students to extend the depth of understanding of a topic while the classroom teacher uses more explicit instruction to model and practice with students that may benefit from additional time discussing a concept. Beginning in grade three, based on student performance on MAP, students may be moved into accelerated math programs. Students on this track will take high school geometry or Algebra 2 as eighth-graders.

Fairview uses formative assessment practices to measure student proficiency. These practices involve all members of the grade-level team and begin with identifying what assessment processes are going to be used during a unit to inform the team about student learning. While designing the assessment, the team engages in a discussion on how feedback is provided to students, ensuring equitable scoring for each student. Using an assessment matrix/rubric, students are also provided opportunities for self-reflection and goal-setting.

4. Additional Curriculum Area:

Pearson's Scott Foresman Science is the core science program at Fairview. Concepts are presented in an age-appropriate, engaging way that builds on prior knowledge and develops background for students to participate successfully in a scientific and technological society.

Taking a multidisciplinary approach, teachers integrate other curricular areas into the science classroom, such as literacy, math and social studies. Teachers collaboratively plan and develop inquiry-based activities that align classroom instruction to investigations completed during laboratory activities. While engaged in laboratory investigations, students cooperatively create personal and real-world connections, and have opportunities to debate and research before making hypotheses or drawing conclusions. Students use the scientific method of inquiry by collecting data, identifying controlled and experimental variables, designing an experiment and identifying trends in the data. The elementary curriculum focuses on authentic application of the scientific and engineering design process related to the strands of life, physical, earth and environment science.

Science teachers also promote an interest in science, technology, engineering and mathematics fields for girls through the Girls in Engineering, Math and Science (GEMS) program. The program, funded by a Motorola grant, applies content and skills learned in the classroom to the interests and experiences of the participants. Girls investigate crime scenes, discuss forensic evidence, build simple machines and roller coasters to model laws of physics, and analyze the ingredients of perfume and develop their own version.

In addition to GEMS, Fairview has implemented a rocketry program, evolving from a collaborative partnership with Siemens Corporation, to increase STEM programming opportunities for students. With the goal of developing an understanding of the dynamics of rocketry and flight, students begin their work with NASA Rockets where the scientific, technological, engineering and mathematical foundations of rocketry

are reinforced. NASA Rockets provides opportunities for authentic hands-on experimentation, and emphasizes prediction, data collection and interpretation, teamwork and problem-solving.

Science assessments at Fairview are designed to measure student understanding of the content introduced during the course of a unit of instruction, in addition to how well the students can utilize the Science and Engineering Practices outlined within the Next Generation Science Standards (NGSS). Assessment instruments are developed by collaborative PLC teams and utilize current assessment frameworks available from the State Board of Education, incorporating specific Performance Expectations outlined in NGSS. Assessments require complex cognitive thinking by students, but also include less complex items for a balanced assessment.

5. Instructional Methods:

The PLC framework guides all instructional practice taking place at Fairview. All teachers have been trained directly by Drs. Rick and Becky DuFour on working as a PLC and utilize collaborative processes to:

- Clarify essential learning outcomes in each subject and grade;
- Develop common assessments to measure student proficiency on essential learning outcomes in each subject and grade; and
- Provide differentiated support through intervention or enrichment based on the results of common assessments.

Students at Fairview are encouraged to learn cooperatively and independently, with assistance from a variety of adults during large group, small group and independent instruction. The school day is structured with the knowledge that students receive and process information differently and at varying rates. Differentiation is imperative. Modifications and accommodations are made for students that are at-risk and enrichment is provided for students who benefit from extending concepts.

A daily intervention and enrichment block is part of Fairview's master schedule. This provides additional doses of time and support to students in need of interventions. This time also allows for extension lessons for students demonstrating mastery of grade-level appropriate skills. Each classroom is equipped with an interactive whiteboard and a document reader, which staff uses to present the strategy and skill focus to all students in intervention group. During small-group instruction and independent practice, students have use of both computers and iPads to access reading and math websites and apps.

Data from school, district and state assessments is systematically reviewed by grade-level teams to help teachers prepare differentiated supports for each student. All teachers can identify those students at risk academically by name and the specific area where they need to improve. Students set specific goals in reading and math and reflect upon their progress toward these goals at regular intervals. Students also complete self-assessments and reflections of their achievement on common assessments to increase critical-thinking and problem-solving skills.

Fairview teachers are aware that professional pedagogical toolboxes must include a depth and breadth of strategies, such as flexible and cooperative grouping and conferring with students on an individual basis, as well as small group and whole class direct instruction. The staff at Fairview continues to investigate effective ways to impact student learning and achievement. Teachers continuously improve their instructional practices by observing their co-workers and teachers at other schools. PLCs work together to determine interesting and valuable ways to model learning and facilitate students through the learning process.

6. Professional Development:

Fairview's professional development plan is aligned to the School Improvement Plan (SIP). Our School Leadership Team (SLT) determines the needs of the school by analyzing data and collecting other information from the staff. Our SLT is comprised of administrators, a parent and representatives from each

grade level and resource area, including literacy and gifted coaching, special education, bilingual, and noncertified support staff. The SLT is the driving force behind identifying staff development needs to ensure student success.

Each Wednesday afternoon, Fairview has 90 minutes of professional development time. This time is used for all-staff professional development, for PLC planning and as an opportunity for resource staff to meet with PLCs to plan for specific needs. Our school-wide focus is to meet and exceed student growth targets in reading and mathematics, and to use Quantum Learning techniques to increase student engagement.

Research shows that high levels of student engagement correlate to high levels of academic performance. Using PBIS data, we determined that disruption and defiance made up 54% of all minor referrals and interrupted student learning. We utilized the district Quantum Learning coaches to learn techniques to increase student engagement. Staff has noticed that students are more engaged in discussion and attending. We are hopeful that when we compared data at the end of this year, the results will show that disruption and defiance referrals are reduced. We have also utilized district math and literacy coaches to provide professional development and assist with team planning.

New teachers participate in a two-year mentoring program where a district mentor meets with them weekly during their first year and on an as-needed basis during their second year to provide support. New teachers also bring the suggestions of their mentors to their teams, which has occasionally determined a professional development need for the entire staff or grade level.

District 54 also offers Salary Lane Credit classes for all employees, providing in-district training by district coaches, mentors and teacher leaders. By offering classes taught by district leaders, staff is sure to receive training that aligns to the Common Core State Standards and District 54 Essential Outcomes.

The Fairview staff has increased in its capacity to provide coherent, cohesive instruction and increased rigor to meet the demands of the Common Core State Standards. Our students continue to meet and exceed growth targets, and student engagement is at its highest across all curricular areas.

7. School Leadership

Fairview's leadership philosophy is based on collaborative decision-making, shared leadership and accountability. All decisions put students first to ensure that we are meeting their academic, emotional and social needs. Decisions are made by the School Leadership Team (SLT), Child Study Team, ELL team, coaching team and PBIS team. All voices are heard and all input is considered and discussed to determine the greatest benefit to students.

The principal is a member of and oversees each team to ensure that decisions are cohesive and that discussions focus on the best interests of students and student achievement. Information is disseminated to staff in person by representatives from each team and team notes are posted to the Fairview intranet website for staff to refer to at a later date.

The SLT leads the collaborative process and plans staff development based on school needs as determined by data, staff input and the school improvement plan. Grade-level teams implement strategies and monitor their success through common assessments, data analysis and reflection. We are transparent in sharing our findings as data folders and spreadsheets are posted to our intranet site.

The Child Study Team, ELL team and coaching team work with one another and with grade-level PLCs to drive the Response to Intervention (RtI) process. Interdisciplinary problem-solving allows staff to discuss the widest range of alternative teaching strategies for students who are not progressing as expected with classroom and intervention support. This also ensures curricular alignment so the same strategies and skills are being taught to provide a seamless day for struggling students.

The PBIS Universal and Tier II teams lead the school-wide positive behavior program. The Universal team

is comprised of administrators, a parent and representatives from each grade level and resource area. Communication between the Universal and Tier II members is facilitated by a liaison and administration. A district coach also sits on both teams to provide a global perspective and assist with problem-solving.

Over the past four years, Fairview has experienced an increase in population and staff, has become more diverse, has moved to multigrade classrooms and has implemented daily acceleration for all students in both reading and math. Through all these changes, we have remained a high-performing school and have increased student engagement in learning. The commitment to student success is evident in all that we say and do.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Illinois Standards Achievement Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: State of Illinois

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	86	100	99	96	95
% Exceeds	38	73	75	78	66
Number of students tested	90	86	67	79	62
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	2	2	1	1
% of students tested with alternative assessment	0	2	3	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	77			83	
% Exceeds	15			33	
Number of students tested	13			12	
2. Students receiving Special Education					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and Exceeds	50	100	93	73	85
% Exceeds	8	23	57	27	23
Number of students tested	12	13	14	11	13
4. Hispanic or Latino Students					
% Meets and Exceeds	75			70	82
% Exceeds	25			40	9
Number of students tested	12			10	11
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	90	100	100	100	100
% Exceeds	51	82	90	90	85
Number of students tested	39	44	29	38	20
7. American Indian or					

Alaska Native Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	88	100	100	100	96
% Exceeds	27	79	70	82	77
Number of students tested	33	28	27	22	26
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	88	97	96	97	96
% Exceeds	45	57	59	66	65
Number of students tested	86	70	82	63	77
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment	2	2	2	1	1
% of students tested with alternative assessment	2	3	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	73		73		
% Exceeds	0		36		
Number of students tested	11		11		
2. Students receiving Special Education					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and Exceeds			82		
% Exceeds			18		
Number of students tested			11		
4. Hispanic or Latino Students					
% Meets and Exceeds	70		83		
% Exceeds	20		33		
Number of students tested	10		12		
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	98	100	100	100	100
% Exceeds	66	87	67	75	85
Number of students tested	41	31	39	24	20
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	86	92	96	96	100
% Exceeds	31	42	67	71	63
Number of students tested	29	26	24	28	41
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	91	96	97	100	97
% Exceeds	44	57	49	54	43
Number of students tested	72	85	64	77	75
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	2	1	1	1	0
% of students tested with alternative assessment	1	1	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds		100			
% Exceeds		30			
Number of students tested		10			
2. Students receiving Special Education					
% Meets and Exceeds					80
% Exceeds					0
Number of students tested					10
3. English Language Learner Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds	82	83			100
% Exceeds	27	25			0
Number of students tested	11	12			10
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	96	100	96	100	100
% Exceeds	64	77	68	77	59
Number of students tested	28	39	25	22	32
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	90	97	96	100	97
% Exceeds	31	52	41	51	43
Number of students tested	29	29	27	43	28
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	93	100	99	99	98
% Exceeds	49	69	61	65	60
Number of students tested	86	66	80	78	79
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	1	1	1	0	1
% of students tested with alternative assessment	1	2	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	73				
% Exceeds	18				
Number of students tested	11				
2. Students receiving Special Education					
% Meets and Exceeds			100	90	80
% Exceeds			10	20	40
Number of students tested			10	10	10
3. English Language Learner Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds	79	100	92	100	
% Exceeds	21	46	42	40	
Number of students tested	14	11	12	10	
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	100	100	100	100	100
% Exceeds	66	87	72	79	72
Number of students tested	38	23	18	34	25
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	97	100	100	97	100
% Exceeds	45	63	63	63	66
Number of students tested	29	27	43	30	41
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	89	94	97	88	85
% Exceeds	52	68	50	49	44
Number of students tested	88	86	66	79	62
Percent of total students tested	98	98	99	100	100
Number of students tested with alternative assessment	0	2	2	1	1
% of students tested with alternative assessment	0	2	3	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	92			58	
% Exceeds	46			33	
Number of students tested	13			12	
2. Students receiving Special Education					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and Exceeds	40	83	92	36	46
% Exceeds	20	33	23	9	8
Number of students tested	13	12	10	11	13
4. Hispanic or Latino Students					
% Meets and Exceeds	67			30	
% Exceeds	33			30	
Number of students tested	12			10	
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	95	98	97	97	97
% Exceeds	63	76	68	53	31
Number of students tested	28	45	28	38	36
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	94	100	96	96	90
% Exceeds	53	70	37	50	35
Number of students tested	32	27	27	22	20
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	87	97	94	89	92
% Exceeds	37	53	47	60	51
Number of students tested	85	68	80	63	77
Percent of total students tested	98	96	96	100	100
Number of students tested with alternative assessment	2	2	2	1	1
% of students tested with alternative assessment	2	3	3	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	36		73		
% Exceeds	9		27		
Number of students tested	11		11		
2. Students receiving Special Education					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds	60		83		
% Exceeds	10		17		
Number of students tested	10		12		
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	95	97	100	88	95
% Exceeds	50	68	57	63	60
Number of students tested	40	31	37	24	20
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	86	96	92	96	100
% Exceeds	31	50	54	71	51
Number of students tested	29	24	24	28	41
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	93	94	97	93	93
% Exceeds	43	62	48	61	60
Number of students tested	70	83	62	77	75
Percent of total students tested	97	98	97	99	100
Number of students tested with alternative assessment	2	1	1	1	0
% of students tested with alternative assessment	3	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets and Exceeds				70	60
% Exceeds				20	20
Number of students tested				10	10
3. English Language Learner Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds	91	75			90
% Exceeds	27	50			30
Number of students tested	11	12			10
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	93	100	96	95	97
% Exceeds	67	63	48	67	75
Number of students tested	27	38	23	21	32
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	93	93	96	93	93
% Exceeds	29	71	56	61	57
Number of students tested	28	28	27	44	28
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: State of Illinois

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets and Exceeds	86	97	99	96	99
% Exceeds	46	58	63	65	64
Number of students tested	85	65	79	78	79
Percent of total students tested	99	98	99	99	100
Number of students tested with alternative assessment	1	1	1	0	1
% of students tested with alternative assessment	1	2	2	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds	64				
% Exceeds	0				
Number of students tested	11				
2. Students receiving Special Education					
% Meets and Exceeds			100	70	90
% Exceeds			30	20	40
Number of students tested			10	10	10
3. English Language Learner Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds	64	100	92	90	
% Exceeds	7	36	50	40	
Number of students tested	14	11	12	10	
5. African- American Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and Exceeds	92	96	100	97	100
% Exceeds	62	59	61	82	68
Number of students tested	37	22	18	34	25
7. American Indian or Alaska Native Students					
% Meets and Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and Exceeds	86	96	100	97	100
% Exceeds	52	63	64	57	71
Number of students tested	29	27	42	30	41
10. Two or More Races identified Students					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds					
% Exceeds					
Number of students tested					

NOTES: For testing year 2013, the Illinois Standards Achievement Test (ISAT) changed. Twenty percent of the questions in the reading assessment were aligned to the Common Core State Standards. In 2013, the scoring of the ISAT test also changed by increasing the grading scale. The grading scaled was aligned to the Common Core State Standards which meant that fewer students would meet or exceed on the ISAT. The increase in the grading scale would be more closely aligned to College and Career Readiness Standards and PARCC assessment as well as the ACT given to all juniors in high school.