

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Roberta Wallerstedt

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

Official School Name Park View Elementary School

(As it should appear in the official records)

School Mailing Address 341 North Elizabeth St

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

City Lombard                      State IL                      Zip Code+4 (9 digits total) 60148-5459

County Dupage County                      State School Code Number\* 190220440022010

Telephone 630-827-4040                      Fax 630-620-3749

Web site/URL http://pv.sd44.org/pages/Park\_Vie  
w\_Elementary                      E-mail rwallerstedt@sd44.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. James Blanche                      E-mail: jblanche@sd44.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lombard School District #44                      Tel. 630-827-4400

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 Ms. Brooke Wozniak  
(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**

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**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

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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):
- 6 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 7 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. 6 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	10	6	16
K	22	13	35
1	22	22	44
2	26	18	44
3	30	30	60
4	25	21	46
5	27	13	40
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 Students</b>	162	123	285

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 7 % Asian
  - 8 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 67 % White
  - 4 % 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: 8%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	272
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 6%  
16 Total number ELL  
 Number of non-English languages represented: 17  
 Specify non-English languages: Albanian (Kosovo), Burmese, Cambodian (Khmer), French, German, Gujarati, Hindi, Italian, Japanese, Korean, Lithuanian, Polish, Portuguese, Romanian, Spanish, Urdu (Macedonian), Arabic.
8. Students eligible for free/reduced-priced meals: 26%  
 Total number students who qualify: 73

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: 15 %  
43 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.

- |                         |                                         |
|-------------------------|-----------------------------------------|
| 2 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 3 Other Health Impaired                 |
| 0 Deaf-Blindness        | 4 Specific Learning Disability          |
| 2 Emotional Disturbance | 25 Speech or Language Impairment        |
| 1 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 6 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	95%	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

<b>Post-Secondary Status</b>	
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**

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Park View School in Lombard was built in a small, suburban town in 1955. Today, Lombard is more diverse. Park View is a Title I School. Presently 26% of our students qualify for Free & Reduced Lunch. We have 36 languages spoken by our families and our largest sub-group other than White is Hispanic/Latino. In almost 60 years of existence, I am the fourth principal and I hired the third secretary. It is truly a place people stay. What makes Park View so special? It's the cultural belief that every decision we make, and everything we do must first be good for our students. Our vision communicates this: "At Park View School all children will reach their full potential. Our vision is to produce lifelong learners by having high standards while making learning 'too powerful to resist'."

We understand learning is the goal for the present and the future. To truly achieve this, the school must be a safe place where we celebrate learning and effort. It's a place where students know they are accepted for who they are. It's a place where no one is perfect, but where we are all improving.

We also believe that children and adults are multi-dimensional. We are not only academic beings, we are social-emotional and physical beings; therefore, we must develop all these dimensions. Our mission reflects this belief: "The aim of the Park View Learning Community is to nurture optimal academic, social-emotional, and physical growth of all students".

To do this, our school improvement plan includes three targets: academic, social-emotional, and physical. Every school year, we take a look at our previous year's results from each of our targets. The growth our students demonstrated; academically, social-emotionally, and physically, drive the decisions we make for the following year. We adjust and refine our goals; and our action plans, to meet the changing needs of our students.

We believe our social-emotional (SEL) goal is the primary goal that drives the success of our academic and physical goals. If our students do not feel safe and confident being at Park View they cannot learn to their potential, or attempt new physical activities to increase their overall health. Our Target #2 SEL goal is, "to create a safe environment through the implementation of universal expectations following a Positive Behavior System (PBS), and to create a caring environment by promoting friendship and preventing alienation to be measured by the improved social standing of identified PALS students; which includes both at-risk and watch students."

We have student ambassadors greet, give tours, and spend 2 weeks being a social connection to our new students. Our New Students meet three times per year with staff members sharing their experience at Park View. They fill out a survey measuring how connected and safe they feel. Our students on the PALS list, who are most likely to become alienated by their peers according to our PALS survey taken by students and teachers, become our Club Advisors. They create and lead our clubs. Adult facilitators help club leaders and members make social connections through their common interests in the club they joined.

Our academic target includes a reading and math goal. Each goal is based on the Measures of Academic Progress (MAP) Assessment given to students each fall and spring. We examine the percentage of students who met or exceeded their growth target and challenge ourselves to increase that number each year. This year our reading goal is: 44% of our students to meet their growth target + 5 additional RIT points; and for 38% of our students, who are below grade level, to meet their growth target + 10 additional RIT points. In math, our goal is for 64% of our students to meet their growth target + 5 additional RIT points; and for 29% of our students, who are below grade level, to meet their growth target + 10 additional RIT points. Our goal reflects our commitment to keep our 'high' and 'on grade level' students exceeding their expected growth, and our 'below grade level' students to catch-up to grade level expectations.

Our teachers examine each student's strengths and weaknesses on various assessments with students to create personal goals. Teachers then meet at various times during the year with those same students to refine their plans for continued growth. The students play a role in their academic success.

Park View School has received the 'Academic Excellence' Award every year since 2009 because our Illinois State Achievement (ISAT) scores have met or exceeded the Annual Yearly Progress (AYP) Illinois has set under the No Child Left Behind (NCLB) Act.

Finally, our students participate in physical education five days per week. They create aerobic capacity and muscular strength/flexibility goals monthly that they chart and celebrate their progress.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. The Illinois State Achievement Test (ISAT) is administered every March. There are four categories state scores fall into from lowest to highest: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. In Illinois, the 2012-2013 ISAT levels of performance considered acceptable in both Reading and Mathematics are 92.5% of the school's tested population scoring at the 'Meets' and/or 'Exceeds' categories. The 'Safe Harbor' provisions apply at a 95% confidence interval. Park View's Safe Harbor target for Reading was 74.5%. The percentage of Park View students Meeting/Exceeding the standards for reading were 84.4%. We exceeded our Safe Harbor Target by 9.9%. Park View's Safe Harbor target for Math was 78.2%. The percentage of Park View students Meeting/Exceeding the standards for Math were 80.3%. We exceeded our Safe Harbor Target by 2.1%.

At Park View School, our academic school improvement target (target #1) was more rigorous than the state's target. Our goal was for 90% of our students to perform in the 'Meets' and/or 'Exceeds' categories overall in both reading and math. We understood this to be a stretch goal as the 2012-2013 ISAT's began transitioning the test items to be partially aligned to the New Common Core State Standards (CCSS). As we began digging into the Common Core, we began aligning our curriculum(s) and instructional strategies to meet the new expectations. Although we did not meet our 90% goal, our student growth exceeded the 'Safe Harbor' confidence interval; which indicated our changes were beginning to target the CCSS. We have continued on this path and are looking forward to the results of the 2014 ISATS; which will be fully aligned to the CCSS.

B. Because of the small population at Park View School, we disaggregate our Illinois State Achievement Test (ISAT) data each year down to the individual student. We examine what we need to do to improve student learning, at the individual level; so those students scoring 'Exceeds' continue yearly growth and students scoring 'Meets' exceed their growth to move into the 'Exceeds' category. We focus on our 'cusper', students who barely made the "Meets" category, to find areas of weakness. Our goal for these students is to accelerate their growth to move them farther into the 'Meets' category. For students who fall into the 'Below' and 'Academic Warning' categories, we examine their areas of weakness. Our goal for these students is yearly-accelerated growth. This means these students must double the growth of their peers that score in 'Meets'. We want students scoring 'Below' or in 'Academic Warning' to grow and reach the National Percentile Rank (NPR) of 50%.

We examine the strand scores reported in the ISAT results for each student. We compare the ISAT results to our Measures of Academic Progress (MAP) results as there is an alignment between MAP and ISAT, and both are now shifting to the CCSS. MAP gives us similar strand reports in both reading and math, and an individualized student report, DesCartes, highlighting skills and strategies within the strands that are above, at, or below grade level expectations. Teachers review these MAP reports with each student and together they create learning goals for the year. These goals are revisited at the beginning of each trimester for students to see their progress and to continue refining their plan for continued growth. We believe by focusing on each student individually, our scores have consistently remained high through out the years.

Overall, the most significant drop across all our data is the scores for the 2012-2013 school year. The 2013 ISAT began to shift testing items to the New Common Core State Standards (CCSS). As a school, we began studying to gain an understanding of the CCSS, and examine our existing curriculums. For the past year, we have focused on aligning our curriculum(s) to the CCSS in Reading and Mathematics. We are shifting concepts to grade levels responsible for those new standards and are developing lessons to match the rigor of the deeper, more complex thinking the standards address. This continues to be a work in progress and we are anticipating the 2013-2014 results will be helpful in our curricular and instructional plans for the future.

Our Hispanic/Latino and Special Education Sub-groups are a focus for us. We are developing core (classroom) instructional strategies such as teaching the Sheltered Instruction Observation Protocol (SIOP) model for improved language acquisition. We are working with our Resource teacher finding curricular

materials that meet the specific needs of our students with an Individual Educational Plan (IEP) and weaving that into our core curriculum target learning. This will give more opportunities for our IEP students to be successful in the classroom and experience the CCSS. We focus on the essential understandings of the CCSS and personalize the scaffolding to fit each student's academic needs. This continues to be a work in progress and we are anticipating this year's ISAT results being helpful in improving and refining our plans for the future.

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

Park View uses multiple indicators to check for student growth. The ISAT results inform us of the curricular alignment with the standards, and student's growth in 3rd – 5th grades year to year. To determine academic growth in reading and math, we use the fall and spring Measures of Academic Progress (MAP) Assessment for first through fifth grade. Fall results is reviewed by teachers and students to set learning goals. The RIT score and DesCartes Report target specific skills and set an expected spring growth score. In September and December all students take the AIMSweb Test for fluency. In December, Kindergarteners take the early literacy form of AIMSweb. All students (K-5) who score below the norm for their grade level in fluency participate in programs such as 'Read Live' to increase fluency rates.

Our primary students (K-2) are given assessments to determine foundational skill mastery. Kindergarten teachers give the Illinois Snapshot of Early Literacy (ISEL) Assessment. The Education Software for Guiding Instruction (ESGI) Assessment is also given to kindergarten students to assess early literacy and math skills throughout the year. Our first and second grade students take the Fountas & Pinnell Assessment (F&P) to determine their independent /instructional comprehension levels. This assists teachers in developing guided reading instructional groups, and chart student growth throughout the year. Teachers create daily and common formative assessments to determine student mastery of lessons and units of study.

Intermediate teachers create daily and common formative assessments to determine differentiated learning needs. They administer district-wide benchmark assessments in reading, math and writing each trimester. Intermediate students (4-5) take the STAR Assessment to determine growth in reading comprehension levels each trimester.

Our staff meets to discuss student's academic profiles at Data Day meetings three times per year (September, January, and May). We focus on students scoring in the bottom quartile on the MAP Assessment. Students between the 11% and 25% receive Tier #2 services doubling math or reading instruction, depending on needs, during their school day. Students scoring between the 1% and the 10% receive Tier #3 services doubling math or reading instruction, depending on need, during the school day with more intensity. Tier #3 instruction may be 1-on-1, or for longer periods of time with alternative curriculum(s). If students need additional instruction in math and reading we find optimum times to pull the student out, or interventionists may push into the classroom. Tier #2 & #3 students must be in the classroom for core reading and math instruction. We review the scores of our highest performing students to make certain we are meeting their needs in the classroom and in the Differentiation Program.

Parents have the opportunity to meet with teachers and interventionists for Parent-Teacher Conferences, or in team meetings. We share their child's academic profile, our plan of support and home support that will foster success. We encourage parents to share concerns and we strive to be open and transparent with our practices welcoming parent feedback. We see ourselves as just one part of the team.

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

Park View School is a professional learning community. We share our successes with the other elementary schools in our district. We have district-wide grade level meetings. These meetings give us the opportunity to share. Our first grade team shared their use of Fountas & Pinnell Assessments to create guided reading groups, and how to flexibly change them by skill level. They shared the high growth they experienced using the Daily 5 CAFÉ structure to enhance student comprehension strategies at an individual level. Our third grade team shared their students' success in writing on the district benchmark assessments. They created a

writing curriculum aligned to the CCSS. They demonstrated scaffolding a five-paragraph essay structure using narrative, informative, and opinion writing. Our fourth grade team used the Common Core Mathematical Progressions to create a developmentally sequenced math curriculum weaving in foundational skills to prepare their students for the fifth grade standards. They will be sharing this with their colleagues across the district.

Our Title I Night is a great night we share with our parents and community. Each spring, we invite parents to Park View to celebrate their child's growth in reading. We engage parents in simple practices they can do at home to reinforce the learning at school. We start with ways to listen to their child read and how to help if they stumble. We have them chorally read together for fun using poetry books by Dr. Suess and Shel Silverstein. We share easy questioning strategies parents can use at home when their child reads a book. We help them set up their child for success by giving them space, time, and quiet for reading at home. We encourage parents to make time to read and build a family tradition for everyone to enjoy.

We have two teachers that have shared successful strategies we use in physical education, in the classroom, and align to our target #3 (physical goal). Our Physical Education teacher and a classroom teacher presented at the IAPHERD Conference, the County Institute Day, and the Illinois School Wellness Conference. They demonstrated the use of 'Brain-Break Corners' and stability balls in the classroom. They presented the research behind the use of these tools and the positive effect on a student's ability to focus during instruction. Our PE teacher also presented her use of the 'Learning Lab' in her PE class to reinforce math and literacy skills.

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

Our families know we care about their children because we put the social-emotional needs of the students first. Confidentially, our teachers and staff reach out to families experiencing difficulties. This is one way we prove we are a living, vibrant, caring community not a cold institution. We reach out in very tangible ways building strong connections. When a family suffered a house fire we collected for the most immediate needs: clothes, bedding, food, school supplies, etc. We have organized fund-raisers for a student that needed an organ transplant. We supplied gas money to a family that became homeless so the family could get to shelters each night. A teacher took a previous Park View student shopping for her prom dress when her mother had cancer and could not. We obtained and gave a gently used American Girl doll to one of our students who transferred to us because her parents had died and her uncle couldn't get her this gift she wanted for Christmas. We gave a security deposit to a dad who just didn't have quite enough of a down-payment for the apartment he found after losing his house and working to get back on his feet.

When families feel a connection to the school, the students see it as an important place they need to do their best. The respect for the staff is high and they want to achieve not only for themselves, but also for their teachers. When students know their families are accepted and cared for by the school, they feel the school is an extension of their family. The parents will work with us when we need them to support learning at home because of this connection. They respect us more because they see us as an entity that cares. They are more willing to make sure their child is completing their homework, reading for their points, or studying for their test. When this happens our students achieve and grow more because of the home support. We truly become that partnership that is critical for success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Park View School utilizes a standards based progress report in kindergarten thru fifth grade. Our current curriculum is aligned yearly to the Common Core State Standards (CCSS) that are listed for each area of the curriculum. At the intermediate grades, due to the number of standards we report to parents, we organize the learning standards into fewer umbrella standards even though the teachers assess every standard for mastery in their grade book. Subjects such as Social Studies, Art, Music, and Physical Education (PE) are coordinated with the National Standards in those specialized areas. We work with each of those departments to align the teaching of the CCSS within their subject area. For example, Art teachers use the vocabulary of geometry throughout their Art lessons in various grade levels. Our PE teachers developed a learning lab; which reinforces skills from the Math and Reading CCSS. The Social Studies curriculum is tightly aligned with the themes from our reading series and opportunities to write in argumentative and informational text is aligned with both science and social studies.

Our Physical Education takes place 5-days per week and we incorporate health, wellness, and nutrition standards within the 5-day program. Technology is a tool for learning in all subject areas. Our use of iPads, lap tops, smart boards, sensors, probes, and digital microscopes cross all curricular areas. Technology helps to prepare our students for college and career readiness. Our use of technology to; conduct research, investigate questions, design solutions, and develop digital products to communicate information are all part of the preparation. We encourage the use of technology that spurs students to search for answers to their questions and design products.

In Language Arts our expanded use of informational text and complex text gives our students the opportunity to build their knowledge and understanding as teachers require students to cite text and engage in close reading practices. Teachers scaffold to engage students in higher level reading materials with support. We use the Daily 5 structure to reinforce literacy skills daily, and to help all students build stamina and perseverance in reading and writing. As we continue to align our writing to the CCSS students are being asked to support their opinions, demonstrate their understanding, and convey real and imagined experiences. Our ultimate goal is to help our students understand how to adapt the form and content of their writing to accomplish a particular task or purpose on their journey to College and Career Readiness (CCR). Using the CCSS Vertical Progression Guide for Language Arts, Park View teachers are developing expectations that align with their grade level standards to assess student writing.

As we evaluate and refine our math curriculum each grade level is developing a greater focus on fewer topics aligned with the CCSS. We are linking the 8 Mathematical Standards of Practice across the grade levels asking students to; reason abstractly, construct viable arguments, model using mathematics, choose appropriate tools, and attend to precision, etc. Through these practices, our goal is to increase perseverance and stamina in problem solving helping students meet the increased rigor of the standards.

The Park View teachers are beginning to look at the Framework for the K-12 Science Education developed by the National Research Council to begin to examine and unpack the Next Generation Science Standards (NGSS). These new standards are rich in scientific practices, developmentally appropriate, and aligned for the K-5 experience. The NGSS contain practices that represent what students are expected to do so our teachers are developing appropriate performance expectations instead of focusing on teaching methods. Our goal is to truly embed inquiry based science where students ask questions and are engaged in the content.

One unique curriculum taught at Park View School is ‘Skills for Growing.’ This is a social-emotional program that aims to teach students how to have successful friendships. Students read about, discuss, and model situations in which people act in ways that positively and negatively impact their relationships. They learn how to communicate their feelings appropriately, and to recognize when situations need adult intervention. We continually reinforce those skills with the students when they are in social situations during the school day.

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

a. Park View's reading curriculum addresses four key areas of the Common Core State Standards (CCSS): building knowledge through reading informational text, reading complex text, close reading and citing text evidence, and writing and speaking about text. The majority of the text students' engage in is non-fiction. Teachers scaffold high-level thinking skills by modeling and guiding close reading of informational and complex text. We provide students at different reading levels with similar informational text subjects to apply those high-level thinking skills, engaging with one another citing evidence, and making judgments regardless of their reading level.

Our curriculum follows a balanced literacy approach; including fluency, vocabulary, comprehension, word work, and writing instruction weaved through each weekly unit. Teachers share a high-level text. Students learn vocabulary in the context of the story and engage in fluency instruction during shared reading. Teacher's model metacognition; revealing the thinking behind comprehension. There are high-level vocabulary words (amazing words) to challenge high-performing students. We incorporate Marzano's 6-Step Vocabulary Instruction into the curriculum and students build vocabulary binders through out the year. This is in response to our data indicating our students struggle in the vocabulary strand on MAP.

In guided reading, students are flexibly placed in groups with similar needs. During guided instruction, before reading (prediction, building background knowledge, structures of informational text, etc.), during reading (metacognitive strategies highlighting close reading of text, application of vocabulary and site words or decoding strategies, etc.), and after reading (cite evidence in text, inference, drawing conclusions, making judgments and sharing of text, etc.) strategies are incorporated to promote good literacy practices. Teachers instruct students in phonemic awareness, phonics, and word analysis strategies in a continuum across the K-5 grade levels. Teachers build knowledge through close reading of informational text across all content areas.

Writing is weaved into our curriculum and is built around the CCSS. Students write informational, narrative, and opinion text types. Research writing is scaffolded throughout the grade levels ranging from shorter to longer more complex text for a variety of purposes. Technology is used to gather information, produce, and/or publish student text. We are expanding our use of technology, searching for different programs that would engage and enhance student writing. Teachers are expanding the variety of writing tasks their students engage in. One structure we have added to Language Arts is the Daily 5 because it lends itself to extended periods of writing daily.

## **3. Mathematics:**

Park View's mathematics curriculum and instruction is aligned to the Math Common Core State Standards (CCSS), the Mathematical Practices, and the Common Core Progressions. Teachers begin planning instructional units by clarifying expectations for each lesson within the unit. They identify the big idea or enduring understanding. They develop the engaging hook or essential question. These two items are utilized in conjunction with the CCSS and the mathematical practices to focus their instruction.

Next, they identify the learning targets by creating "I can ..." student-friendly statements. These learning targets are posted and verbalized with the students to track daily progress towards mastering the learning targets and the CCSS. The learning targets are written with four classifications in mind; knowledge, reasoning, skill, or performance outcome. This helps to assure the students are using higher level thinking skills in many of the learning activities and assessments.

Once the learning targets are identified to address the key concepts, skills, and practices in math; the teachers' develop formative assessments to track the student's mastery of the "I can statements", the CCSS, and the mathematical practices. Park View teachers utilize 'Assessment FOR Learning' techniques to help each child master the standards. The assessments are used to check for understanding and if necessary, the instruction is differentiated to help the students move towards mastery. During the planning of the unit, anchor activities, intervention activities, and enrichment activities are determined. Throughout this entire

process teachers are planning for all levels of learning, preparing to differentiate instruction, and meet each and every student's needs.

If a student begins to struggle meeting the standards within the core mathematics classroom, the student joins in the RtI process for Tier #2 or Tier #3 interventions in addition to the core. This year we have used the CCSS Progressions to assist interventionists in identifying the building blocks of skills that are needed to be successful at the grade level. We have incorporated a diagnostic, technology tool that progress monitors, screens, aides in instructional planning, and assesses standards. We've added a second digital tool that personalizes math practice, differentiates instruction, and helps to make data-driven decisions to guide each student to success. This approach to mathematics instruction ensures the teachers cover the CCSS and differentiate along the way, in a continual cycle, to catch and correct misconceptions before they become deficits that affect a child's ability and confidence in their mathematical skills.

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

Presently, our Science curriculum is under revision due to the adoption of the new Next Generation Science Standards (NGSS). At Park View, we are happy to report our science practices and units align with major conceptual shifts of the NGSS. Our science curriculum includes both scientific and engineering practices applied to real world experiences. Our units focus on a deeper understanding of content as well as application of the content. Instead of being a mile wide and an inch deep, our content has been reduced so students can spend more time engaging in the practices of science. Our teachers make a conscientious effort to combine scientific practices, processes, and inquiry based learning methods into their units.

Our 5th Grade robotics unit incorporates the engineering and scientific practices of the new state adopted NGSS. The students on each team design and build a robot. They program and data log a robot's moves and behaviors to accomplish goals. The robot has sensors including ultrasonic, sound, light, and two touch sensors. Students work to develop solutions to problems by selecting, building, testing and evaluating. They brainstorm to find creative alternative solutions. Students learn to communicate, share ideas and work together like engineers and scientists. 4th Graders study food chains and webs by growing and supporting an ecosystem that includes photosynthesis, producers, and consumers. The students grow plants to support crickets and anoles in each group's terrarium. 3rd Grade students explore Forces and Simple Machines through a hands-on dynamic unit incorporating Lego Simple Machines, Delta Education Force and Motion Unit, and the scientific method and processes. They discover answers to questions such as, I wonder... How does the length of an inclined plane affect the force needed to drag a one-pound object a specified distance? 2nd Graders study Solids, Liquids, and Air to discover the three states of matter. 1st Grade studies life cycles and metamorphosis: Larvae to butterflies, tadpoles to frogs. Kindergarten students learn about embryology by studying and observing eggs in an incubator; watching as chicks hatch from their eggs.

We have a combination of performance assessments and traditional written assessments. Performance assessments can be the products, or the process to arrive at the product. Over the next two years, we are moving to total alignment with NGSS looking at building more engineering practices into our units of study, and content realignment to satisfy the NGSS disciplinary core ideas by grade level.

#### **5. Instructional Methods:**

Park View has a strong focus on ensuring that students acquire foundational reading, writing and math skills. We use multiple forms of assessment to create academic profiles for each student. Fountas & Pinell, AIMsWeb, Measures of Academic Progress (MAP), STAR Reading, STAR Math, Illinois State Achievement Test (ISAT) are normed tests that give us information about student strengths and needs. In the classroom, weekly, end of unit, and end of trimester benchmark assessments inform us about our students' progress. Teachers use daily formative assessment for immediate feedback and Common Formative Assessments to match essential learning targets as students' progress through units of study.

Within the classroom, teachers create learning targets and 'I Can' statements to focus their instruction, promote student engagement, clarify student understanding, and infuse self-reflection, and monitoring of

learning. Through pre-assessing, teachers determine learning levels of students within specific standards. They plan their instruction to meet the diverse needs of individual students. This can include guided groups in reading and math with a variety of multi-modal activities and mini-lessons tailored to cover core progressions of skills in order to build a foundation for success.

When assessments inside and outside the classroom indicate a significant gap in foundational skills needing more intensive intervention, Park View's 'Response to Intervention' (RtI) Team meets to problem solve and develop a plan to differentiate instruction and close the learning gap. This instruction occurs outside the classroom, but in addition to core instruction; where students gain additional time in areas of weakness. The team, in conjunction with the classroom teacher and parents, identifies targeted Tier #2 (less intensive) or Tier #3 (more intensive) support for the individual student. Our goal is to fill in missing foundational skills for success in the core curriculum.

Our Differentiation Specialist supports our teachers with our high-performing students. She works directly with classroom teachers to provide and plan for high-level differentiation of our advanced learners. Taking essential learning targets from the classroom deeper using high level thinking skills, she creates lessons to engage students. This is above and beyond the differentiation that takes place inside the classroom.

We use technology programs that are aligned to the Common Core, and differentiated at all levels providing instant feedback and support for students. In addition we use technology tools to give our students opportunities to explore the world, locate information, using media literacy to communicate to their audience in multiple digital forms.

## **6. Professional Development:**

Our district is collaborating with Rick and Becky DuFour to create professional learning communities (PLC) throughout the district. Teachers work in grade level teams digging into the Common Core State Standards (CCSS) aligning the curriculum and assessments. Teachers agree on the essential learning in each standard, differentiated activities within the essential learning, and agree upon assessments.

At the building level, grade level teams take the essential learning developed and create lessons that provide differentiation and daily formative assessments. This structure allows the district to align the learning and assessments at each grade level across the six elementary buildings. The teachers have the opportunity to discuss expectations, share instructional strategies and work samples, and support one another in their pedagogy.

Each August, Park View's School Improvement Target #1 (academic) Committee examines our school's data; which includes state and district normed assessments from the previous year. We note areas of strengths and weaknesses across the school, broken out into grade levels, and sub-groups. We consider such things as the curriculum, instruction, student attendance, etc. This information is used to create a professional development plan to meet the needs of our students. School Improvement Days during the year, faculty meetings, and grade level meetings are used for professional development time. Our focus this year is math. The teachers have worked on implementing the 8 Mathematical Practices into their everyday teaching. They have adjusted the methods for teaching fact fluency due to the changes in the CCSS alignment and the need to spend more time on strategy development instead of memorization. Other professional development we have focused on and continue to refine is our Daily 5 structure in Language Arts, which supports daily practice of all foundational literacy skills. Our Positive Behavior System (PBS) is also being refined each year to meet the needs of our students' social-emotional behaviors, which directly affects our student achievement.

One of our challenges this year was the misalignment of our current math curriculum materials to the CCSS. The teachers are working in their PLC's with the Math & Science Coordinator and the Principal to identify where the curriculum is lacking in breadth and depth. For example, our 4th grade teachers have identified and added additional resources to help teach the large number of standards relating to fractions under the domain of Numbers and Operations.

## 7. School Leadership

Good leadership creates a depth of capacity that brings stability and reflection of our beliefs through our actions. Park View follows the 360-degree model of leadership meaning there are leaders at every level in the building. Park View School's Improvement Plan revolves around optimal academic, social-emotional, and physical growth of our students. Our school improvement team includes an academic target (#1) committee, a social-emotional target (#2) committee, and a physical target (#3) committee. Everyone in the school is on a committee and part of our improvement process. There are two co-chairs that run each committee. The principal invites specific people to be co-chairs who are highly respected by their peers, show good leadership, organizational, and delegation skills.

Everything we do is looked at through the lens of each target committee. The question all targets ask is, "Is this good for our students?" Target #1 focuses on academic considerations, target #2 focuses on social-emotional considerations, and target #3 focuses on physical considerations so these align to our vision and mission. The way we use our resources, including time (scheduling), is looked at in relation to what's best for our students. When policies or procedures come up, the targets consider how they will look in our school through their lens focusing on the students first.

The principal considers feedback from co-chairs as part of her decision making process. Our principal leads the Crisis Management Team. She also leads the development of our cultural statement, which is aligned to our vision and mission, and is revisited for refinement each year. Our cultural statement defines who we believe we are and what it looks like every day. We revisit our statement and ask ourselves if our behaviors reflect it. We understand that our actions speak our beliefs so we're careful to self-reflect to see if we are truly living our mission and vision.

One of the activities that many staff members participated in was a book read regarding Habits of Highly Effective Teachers. It required reading, reflection and sharing about effective educators and what it would take to reach that goal. We learned that we (the adults) are the change agent in the classroom not the students. If we want higher achievement, happier students, and physically healthy students we have to change what we are doing. That's the only control we have. It was powerful and changed the trajectory of our journey.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Illinois State Achievement Test

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets & %Exceeds	85	97	91	96	100
% Exceeds	24	72	74	72	78
Number of students tested	41	32	46	47	32
Percent of total students tested	98	100	98	98	86
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & %Exceeds	75	89	78	100	100
% Exceeds	19	67	44	59	50
Number of students tested	16	9	9	17	4
<b>2. Students receiving Special Education</b>					
% Meets & %Exceeds	71	50	67	60	100
% Exceeds	29	0	33	20	50
Number of students tested	7	2	3	5	2
<b>3. English Language Learner Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & %Exceeds	0	100	67		
% Exceeds	0	80	50		
Number of students tested	1	5	6		
<b>5. African- American Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & %Exceeds	91	95	95	97	100
% Exceeds	25	70	76	83	83
Number of students tested	32	20	38	36	24
<b>10. Two or More Races identified Students</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & %Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** The Illinois State Achievement Test (ISAT) is transitioning to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test will be fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a school, we continue to gather as much information as we can on the New CCSS and are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. This school year (2013-2014), we have continued to work on this refinement. The 2014 ISAT will be fully aligned to the New Common Core Standards and will also be the last ISAT given; as we will move to the PARCC Assessment in 2015. We continue to learn and align our teaching and curriculum(s) to meet the rigor of the 21st Century standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** Pearson

**Test:** Illinois State 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
<b>SCHOOL SCORES*</b>					
% Meets & % Exceeds	82	94	94	97	95
% Exceeds	33	55	40	53	46
Number of students tested	39	49	50	38	41
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & % Exceeds	64	83	89	91	90
% Exceeds	29	33	28	36	40
Number of students tested	14	12	18	11	10
<b>2. Students receiving Special Education</b>					
% Meets & % Exceeds	0	60	25	67	80
% Exceeds	0	0	0	33	20
Number of students tested	3	5	4	3	5
<b>3. English Language Learner Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & % Exceeds	83	78	89		
% Exceeds	33	22	11		
Number of students tested	6	9	9		
<b>5. African- American Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets & % Exceeds					
% Exceeds					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & % Exceeds	88	97	97	100	94
% Exceeds	31	66	55	60	45
Number of students tested	26	38	33	25	33
<b>10. Two or More Races identified Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** Pearson

**Test:** Illinois State 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
<b>SCHOOL SCORES*</b>					
% Meets & % Exceeds	75	90	92	86	96
% Exceeds	22	18	24	26	13
Number of students tested	51	51	37	43	46
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	1	1	1
% of students tested with alternative assessment	0	2	2	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & % Exceeds	53	83	73	75	78
% Exceeds	18	6	9	8	0
Number of students tested	17	18	11	12	9
<b>2. Students receiving Special Education</b>					
% Meets & % Exceeds	0	0	33	25	78
% Exceeds	0	0	0	25	0
Number of students tested	5	5	3	4	9
<b>3. English Language Learner Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & % Exceeds	63	89	88		
% Exceeds	13	0	13		
Number of students tested	8	9	8		
<b>5. African- American Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets & % Exceeds					
% Exceeds					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & % Exceeds	82	91	96	91	100
% Exceeds	23	23	30	21	17
Number of students tested	39	35	23	33	36
<b>10. Two or More Races identified Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** The Illinois State Achievement Test (ISAT) is transitioning to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test will be fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a school, we continue to gather as much information as we can on the New CCSS and are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. This school year (2013-2014), we have continued to work on this refinement. The 2014 ISAT will be fully aligned to the New Common Core Standards and will also be the last ISAT given; as we will move to the PARCC Assessment in 2015. We continue to learn and align our teaching and curriculum(s) to meet the rigor of the 21st Century standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** Pearson

**Test:** Illinois State 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
<b>SCHOOL SCORES*</b>					
% Meets & % Exceeds	88	91	85	91	97
% Exceeds	37	69	61	45	69
Number of students tested	41	32	46	47	32
Percent of total students tested	98	100	98	98	86
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & % Exceeds	75	89	56	88	75
% Exceeds	25	56	33	35	75
Number of students tested	16	9	9	17	4
<b>2. Students receiving Special Education</b>					
% Meets & % Exceeds	71	50	33	40	50
% Exceeds	14	0	0	0	0
Number of students tested	7	2	3	5	2
<b>3. English Language Learner Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & % Exceeds	0	100	67		
% Exceeds	0	40	33		
Number of students tested	1	5	6		
<b>5. African- American Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets & % Exceeds					
% Exceeds					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & % Exceeds	94	85	87	94	100
% Exceeds	38	75	66	53	67
Number of students tested	32	20	38	36	24
<b>10. Two or More Races identified Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** The Illinois State Achievement Test (ISAT) is transitioning to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test will be fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a school, we continue to gather as much information as we can on the New CCSS and are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. This school year (2013-2014), we have continued to work on this refinement. The 2014 ISAT will be fully aligned to the New Common Core Standards and will also be the last ISAT given; as we will move to the PARCC Assessment in 2015. We continue to learn and align our teaching and curriculum(s) to meet the rigor of the 21st Century standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Pearson

**Test:** Illinois State 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
<b>SCHOOL SCORES*</b>					
% Meets & % Exceeds	82	84	92	87	93
% Exceeds	26	53	30	61	54
Number of students tested	39	49	50	38	41
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & % Exceeds	71	75	89	64	90
% Exceeds	7	25	17	45	20
Number of students tested	14	12	18	11	10
<b>2. Students receiving Special Education</b>					
% Meets & % Exceeds	33	0	25	67	80
% Exceeds	0	0	0	33	60
Number of students tested	3	5	4	3	5
<b>3. English Language Learner Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & % Exceeds	67	67	89		
% Exceeds	17	22	11		
Number of students tested	6	9	9		
<b>5. African- American Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets & % Exceeds					
% Exceeds					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & % Exceeds	88	87	94	96	91
% Exceeds	31	61	39	72	55
Number of students tested	26	38	33	25	33
<b>10. Two or More Races identified Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** The Illinois State Achievement Test (ISAT) is transitioning to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test will be fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a school, we continue to gather as much information as we can on the New CCSS and are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. This school year (2013-2014), we have continued to work on this refinement. The 2014 ISAT will be fully aligned to the New Common Core Standards and will also be the last ISAT given; as we will move to the PARCC Assessment in 2015. We continue to learn and align our teaching and curriculum(s) to meet the rigor of the 21st Century standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** Pearson

**Test:** Illinois State 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
<b>SCHOOL SCORES*</b>					
% Meets & % Exceeds	84	92	95	95	91
% Exceeds	27	29	41	56	30
Number of students tested	51	51	37	43	46
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	1	1	1
% of students tested with alternative assessment	0	2	2	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets & % Exceeds	71	83	82	92	78
% Exceeds	12	11	18	25	0
Number of students tested	17	18	11	12	9
<b>2. Students receiving Special Education</b>					
% Meets & % Exceeds	0	40	33	50	67
% Exceeds	0	0	33	25	0
Number of students tested	5	5	3	4	9
<b>3. English Language Learner Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets & % Exceeds	63	89	100		
% Exceeds	13	0	25		
Number of students tested	8	9	8		
<b>5. African- American Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets & % Exceeds					
% Exceeds					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets & % Exceeds	90	91	96	100	94
% Exceeds	33	40	52	61	36
Number of students tested	39	35	23	33	36
<b>10. Two or More Races identified Students</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets & % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:** The Illinois State Achievement Test (ISAT) is transitioning to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test will be fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a school, we continue to gather as much information as we can on the New CCSS and are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. This school year (2013-2014), we have continued to work on this refinement. The 2014 ISAT will be fully aligned to the New Common Core Standards and will also be the last ISAT given; as we will move to the PARCC Assessment in 2015. We continue to learn and align our teaching and curriculum(s) to meet the rigor of the 21st Century standards.