

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 Mr. Jeff Knapp

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

Official School Name Rockland Elementary School

(As it should appear in the official records)

School Mailing Address 160 West Rockland Rd

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

City Libertyville State IL Zip Code+4 (9 digits total) 60048-2710

County Lake County State School Code Number* _____

Telephone 847-362-3134 Fax 847-247-8618

Web site/URL _____

http://www.d70schools.org/schoolsite/s/?school_id=5 E-mail jknapp@d70schools.org

Twitter Handle _____ Facebook Page _____

https://twitter.com/libertyville70 https://www.facebook.com/pages/Libertyville-D70/108912242508954 Google+ _____

Other Social Media Link _____

YouTube/URL _____ Blog _____ http://www.pinterest.com/rlearningcenter/

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. Guy Schumacher E-mail: gschumacher@d70schools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District #70 Tel. 847-362-9695

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 Mrs. Maryann Ovassapian
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 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	12	21	33
1	20	27	47
2	23	20	43
3	36	17	53
4	22	31	53
5	29	30	59
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
Total Students	142	146	288

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 7 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 8 % 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: 6%

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	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	288
(5) Total transferred students in row (3) divided by total students in row (4)	0.056
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2%
6 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Russian and Greek
8. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 14

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: 9 %
26 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.

3 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
2 Emotional Disturbance	0 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
6 Multiple Disabilities	5 Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 19:1

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	97%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Rockland School, part of Libertyville Elementary District 70, with its strong academic foundation, is located in a suburb about 35 miles north of Chicago in Lake County, Illinois. Libertyville, a village of about 20,000, has a strong heritage as a family-oriented community. Built in 1927, Rockland is the oldest school in Libertyville. With 300 students, two to three sections spanning kindergarten through fifth grade, and an average class size of 14-23 students, Rockland is a neighborhood school with a small town family feel. Historical features are found throughout the school from its iconic red doors, original brick exterior, wood trimmed windows, door moldings and cloakrooms in the original section of the building. Ninety percent of students reside within walking distance, and the playground serves as a vibrant center of activity for students and families well beyond school hours. Rockland School has greeted four generations of families throughout its history.

Rockland is home to many special traditions. The school year begins with an opening ceremony at the flagpole with students, staff, and parents where the official school bell rings in the new year. Traditions continue with a “Welcome Back Picnic” on the playground with families both past and present invited. At Halloween, Rocky the Raptor (the school mascot) leads students in a parade through the neighborhood. Near Thanksgiving, a traditional feast is organized by the second grade team as part of the curriculum, with parents and students playing the roles of Native Americans and pilgrims. As a bonus, the Rockland Family Association (RFA) provides a special gift of home-baked Thanksgiving breads for each staff member. Before winter break, the entire school enjoys a field trip to a local theatrical performance sponsored by the RFA. Another highlight for students is Career Day, a time to explore various careers presented by parents and members of the business community. The biggest fundraiser of the year is a family event called the Pattycake Breakfast, which brings staff, families, and community members together for a fun morning of pancakes and games. In May, all first graders read to the principal, followed by an all school balloon launch celebration welcoming them into the circle of readers. To showcase these traditional events and many other Rockland activities and achievements, slideshows are shown on a big screen television in the foyer for staff, students, and visitors to enjoy. The school year culminates back at the flagpole with the closing ceremony, ringing the bell, and saying goodbye to another successful year.

District 70’s vision is “To ensure that District 70 students experience learning that prepares them to live and work in the 21st Century.” Rockland students and staff support this vision through its mission statement: “We show the Rockland Way each and every day.” Each morning begins with the reciting of Rockland’s unique character pledge, which has evolved from student and staff collaboration over the years. As students walk through the hallways of Rockland, they have positive visual and verbal reminders encouraging behavior to go above and beyond. Students showing great character are presented with “Raptor Rewards,” and at the end of each trimester, positive behaviors are celebrated as an entire school. The Rockland Way permeates through the school with high levels of student engagement, and a true collaboration of teachers and students. This serves as a roadmap to guide all staff and students towards a positive social/emotional, behavioral, and academic journey through the 21st Century.

Students and staff work with state-of-the-art technology and software including a document camera and interactive whiteboard in every classroom, a computer lab, laptops, Chromebooks, iPads, and iPods. Teachers are creative, innovative and passionate about meeting the individual needs of each student. At Rockland, 21st Century Skills are outlined within District 70’s six Applications of Learning which include: Communication, Working on Teams, Self Direction, Solving Problems, Using Technology, and Making Connections. The ability to use these skills will greatly influence students’ success in school, in the workplace, and in the community. Rockland staff have been awarded numerous grants through business partnerships to create and implement innovative student programs directly related to the Applications of Learning. By providing a positive learning environment and differentiating instruction based on the needs of each child, Rockland’s state assessment results remain at a high level. Staff also engage in ongoing professional development and most hold or are seeking a Master's Degree.

Rockland School has been and will continue to be a special place for students, staff, and the community. It is dedicated to meeting the needs of the whole child. The historic brick building is full of traditions and memories for many in and around Libertyville. Having served the village for 87 years, the sign greeting all that enter the office holds true, “The red doors will always be here to welcome you home.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) In the state of Illinois, all public schools participate in the Illinois Standard Achievement Test (ISAT). This test looks at achievement in Reading and Math (grades three through five) and Science (grade four). Rockland School takes great pride in the students' performance on this yearly exam. The state provides results for these exams through yearly school report cards in the format of Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. The state defines Exceeding Standards as student work that demonstrates advanced knowledge and skills in a subject. Meets Standards is student work that demonstrates proficient knowledge and skills in the subject. Below Standards is student work that demonstrates basic knowledge and skills in the subject. Academic Warning is student work that demonstrates limited knowledge and skills in the subject. Rockland School strives for all students to Meet/Exceed these state standards as a part of the No Child Left Behind Act (NCLB), and has met Adequate Yearly Progress (AYP) each year in all subject areas.

The diversity of Rockland's population does not meet the criteria of designated subgroups according to the state of Illinois, as the student population is 84.6% white. Subgroups with fewer than 45 students are not reported.

The most recent scores from the 2013 assessment show Reading performance across grade levels ranged from 81.4-91.8% Meeting or Exceeding state standards. This can be compared to the state performance for Reading, which falls between 58.8-59.2%. The 2013 Math performance ranged from 81.4-91.8%, while the state was 54.9-60.2%. The 2013 Science performance was 98.3%, while the state was 81%. These numbers indicate that Rockland School strives to achieve high performance, and has practices in place to achieve and maintain this performance.

b) When analyzing Rockland School's performance on ISAT assessments, it is important to reflect on fluctuations or trends over time. From 2008 through 2012, Rockland School remained above 90% in Meeting/Exceeding standards for Math and Reading overall. In fact, 2012 was Rockland's highest year, with student performance at 97% Meeting/Exceeding standards. However, in 2013, the percentage dropped to 88%. This 9% decrease was significant, given the history of stable, high achieving scores. This decrease was explained when the state of Illinois changed the cut scores. Composite ISAT scores were calculated using new cut scores, introduced by Illinois State Board of Education (ISBE) in 2013, to align state tests with the more rigorous Common Core State Standards. The higher cut scores resulted in a decline in the number of students Meeting or Exceeding Standards statewide. Given the new statewide cut scores, Rockland's scores dropped 9%, whereas, state performance dropped 23%.

It is important to highlight that not only do Rockland students Meet Standards, a large portion of the students Exceed Standards. Of the 88% of students who Met/Exceeded Standards in Reading, 41% Exceeded Standards. Again, this demonstrates the focus on high achievement. At the other end of the learning curve, there are a relatively small number of students who fall in the Academic Warning level for Reading achievement. In 2013, the Illinois Interactive Report Card indicated that only 1% of Rockland students were flagged as Academic Warning for Reading and Math. Rockland School will continue to utilize data to support growth in the areas of Math and Reading as they relate to standardized assessment.

An area of strength within the ISAT structure is Reading, where the students demonstrated the highest scores. Reading has been an area of focus within the School Improvement Plan (SIP), which outlines schoolwide goals. The 2011-2014 SIP goal was to continue to increase student achievement in Reading by using best practice instructional strategies, monitoring teacher practices, and providing professional development to increase teacher knowledge and skills. The highest achieving year for ISAT Reading was 2012, one year after implementing a schoolwide Reading achievement goal. This demonstrates the commitment Rockland educators have to high student achievement and helping students succeed.

Rockland School will continue to strive for high achievement in Reading, Math, and Science. Fourth grade ISAT results for 2013, indicated 0% of students in the Academic Warning level, and only 2% Below Standards in Science. This reflects the initiatives Rockland School has already taken to be proactive in following federal initiatives to improve Math and Science performance. Using information from ISAT report cards, Rockland School can continue to move toward the future keeping Math and Science in mind for school planning. STEM Education (Science, Technology, Engineering, and Math) is already incorporated into Rockland's curriculum, professional development, and extra-curricular programming, such as Destination Imagination. Rockland teachers are dedicated to the continuous identification of efficient, best practice teaching strategies.

2. Using Assessment Results:

Data driven instruction is a focus at Rockland School. Rockland developed protocols to assess and identify individual student needs. Collaboration among Speech and Language Pathologists (SLP), Response to Intervention (RtI) Interventionists, Special Education (SPED) teachers, Gifted and Talented Education (GTE) teachers, the regular education Problem Solving Team (PST), and classroom teachers results in the use of data to develop services to improve student instruction and learning.

Kindergarten children are screened to determine a need for participation in the Phonological Awareness for Kids (PAK) program. PAK was developed, trademarked, and implemented by district SLPs. Twice a year, students in first through fifth grade are screened using school wide benchmarking assessments in Reading and Mathematics. This screening provides classroom teachers, RtI Interventionists, and SPED teachers the data to determine which students fall below the 25th percentile, according to national norms. Student data is triangulated from the Illinois Standard Achievement Test (ISAT), Iowa Test of Basic Skills (ITBS), and PST data. These protocols identify which students require diagnostic testing by an RtI Interventionist. Based on criteria established by the district, the results of this testing determine Tier I, II or III interventions.

The Cognitive Abilities Test (CogAT) is administered to screen students for gifted identification. Students meeting the district set criteria on the CogAT are given further individualized, norm-based assessments to determine eligibility in the GTE program. Enrichment services are also provided in Reading and/or Math for over-performing students that are not identified as gifted. For Math enrichment, students in first through fifth grades are given pretests prior to each unit. The top performing 10-15% of students receive enrichment services during each unit. This allows for flexible grouping and the ability to reach more students throughout the year. Students reading in the top 10-15% of their grade level receive flexible Reading enrichment services.

There are several different venues in which assessment results are discussed and analyzed. During Child Review Team (CRT) meetings, the SPED staff, interventionists, and principal review results of school wide assessments, and determine the necessity for diagnostic testing. Interventionists and teachers collaborate to develop individualized plans based on results of diagnostic testing. The district Gifted Review Team meets each trimester, communicates through a district wiki, analyzes test scores, and discusses student placement into the GTE program. Classroom teachers collaborate with the GTE teacher to create instructional lessons that extend the learning of the top 10-15% students.

Communication of assessment results is an important factor in student progress and success. Classroom teachers and interventionists monitor student progress through a school-wide data room. They also have individual conferences with students to discuss current performance and goals. Interventions and progress are shared and reviewed with parents through phone calls, emails, official documentation, conferences, and report cards. For all students, ISAT, ITBS, and CogAt scores are mailed home. Parent information nights are offered to help interpret the assessment results. Community members are made aware of state assessment results through reports at Board of Education meetings, the school website, and multiple district newsletters.

3. Sharing Lessons Learned:

Rockland School shares expertise and knowledge across audiences in a myriad of ways. Staff members frequently collaborate and share knowledge with one another, as well as other schools in the district and surrounding communities.

Within the building, all staff members participate in tri-annual walkthroughs to promote sharing information to grow as professionals. During walkthroughs, small groups of staff members visit each classroom, highlighting student learning in action. Following each walkthrough, participants debrief and share specific observations to set goals in accordance with the School Improvement Plan. The walkthrough process has been a positive experience for all. The success of the walkthrough process has been shared across the district and presented at a university graduate level class. Interest level in the walkthroughs is high and a video of the walkthrough process is being made to use as a tool in guiding others to follow a similar process.

Rockland's Positive Behavior System (PBS) helps students demonstrate expected behaviors. After reviewing data trends it was found that this system made a difference in decreasing negative student behaviors. Rockland's PBS committee members presented the system to other school behavior committee representatives from the district. The data collection process, the findings, and information about implementation and set-up was shared.

Rockland Staff members regularly share their expertise with other schools in the District by utilizing the D70 Wiki. Staff members share lesson ideas, interactive whiteboard ideas, and Common Core documents. This allows district staff members to regularly communicate with one another, even when they are not working in the same building.

Rockland has a staff generated Pinterest Board to share ideas locally and publicly. The pinboard is divided into several topics such as, grade levels, technology, curriculum areas, social media, and professional development ideas. Staff members can add pins to the pinboard. The pinboard has followers from across the district and beyond.

Rockland staff members are proactive in sharing information with the community. The school Learning Center Director writes a weekly book review column for the local newspaper, The Libertyville Review. The column is shared on Facebook and Twitter by District 70, the newspaper, and the Learning Center Director. In addition to student feedback, many of the authors have commented on and interacted with the book reviews. Through social media, Rockland has reached a nationwide audience and remains committed to being a resource to others interested in learning about best practices.

4. Engaging Families and Community:

Rockland's high parent involvement creates a family oriented school community. Parents are highly committed to their children's education. Curriculum Night and Open House events are offered to develop strong partnerships and 100% parent attendance is reached at biannual conferences. A district-wide parent survey conducted by Educational Consultants and Research Associates (ECRA), highlights Rockland's commitment to parent involvement. Survey results indicate 99% of respondents rated parent involvement at school "very strong".

Parents and community members are a regular presence in the daily activities at Rockland School, enhancing student success. Classrooms utilize parent volunteers by working with individual students, helping with Reading/Math centers, serving lunch, helping in the library, and supporting special events such as Career Day, Field Day, and field trips. Parent volunteers present lessons to support the curriculum by teaching art history and appreciation through the parent created Art Smart program. The Four R's Club (Raptors Recycle, Reuse, Reduce) is a parent/teacher group which teaches students to value environmental awareness during monthly meetings.

The Rockland Family Association (RFA) directly impacts student success by supporting staff members and

school projects. The RFA planned and created an outdoor classroom to help students connect science lessons to the real world. They provide assemblies which support curriculum initiatives, and student needs are supported through an annual classroom stipend.

Rockland Cares is a unique parent organization dedicated to community service. Parents review student applications for community outreach projects and help them design and implement their ideas. A related program, Rockland Helping Rockland, supports the lowest socioeconomic status students by purchasing school supplies and books for students throughout the school year, and providing financial help during the holidays.

Rockland staff offer parent workshops on trending parenting topics, including anxiety, peer relationships, substance abuse, internet safety, bullying, homework, and child development. All programs provide strategies and techniques for parents to implement at home to support their children. These topics are determined through a needs assessment and change from year to year to assist and guide local stakeholders.

During the school day, students have opportunities to connect with the surrounding community. Student Council supports and empowers students to embrace leadership opportunities. Some specific projects this year include creating Linus Blankets for a local shelter, disaster relief for state/national emergencies, Public Action to Deliver Shelter (PADS) lunches for the homeless, student artwork for the local hospital, and general help for those in need.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Common Core Standards are incorporated in all academic curriculum areas to promote student achievement in each grade level. Teachers are committed to the success of students, as daily learning objectives are posted in each classroom for the areas of Reading, Language Arts, and Math. Students are aware of learning objectives, able to identify them, and take initiative and ownership of their learning.

The Reading curriculum provides students with foundational skills that take them beyond learning to read, by applying reading strategies in a cross-curricular setting where students are reading to learn. Strategies of predicting, summarizing, connecting, questioning, inferring, and imaging are taught in all grade levels. Common language is used, providing the scaffolding needed each year for students to transition from grade to grade. Word study, vocabulary development, differentiated reading instruction, and independently leveled texts allow teachers to meet the needs of all learners. At the primary level, there is a strong emphasis on the foundational skills of reading. Teachers utilize a variety of instructional resources to meet the needs of all learners. For example, iPods allow students to practice and master word awareness skills. Upper elementary classrooms focus on applying reading strategies. Students analyze, synthesize, and make connections with higher level fiction and informational texts.

The Math curriculum places a strong emphasis on skill development, fact mastery, problem solving, and application to other subject areas and real world situations. At the primary level, students establish their foundational skills, working toward proficiency in fact fluency and number sense. Through problem solving and self-directed learning activities, student understanding of number relationships extends beyond fact recall and multi-step operations. Students draw conclusions about mathematical processes and take ownership of their learning, gaining a deeper understanding of concepts. In the upper levels, previously learned concepts are applied in new ways, and students learn to transfer their mathematical knowledge beyond the classroom.

The Applications of Learning are evident in the Science curriculum, as students engage in hands on, experiential learning. Each grade level focuses on three of the four sciences (Life, Earth, Physical, and Space), spiraling the curriculum each year so students build more in-depth understandings of scientific concepts, as well as relate the sciences to their lives outside of school. When conducting labs and experiments, students work through the scientific method, following procedures, collecting and analyzing data, and drawing conclusions about their results. Students in the upper levels utilize Chromebooks to collect, analyze, and present their data, allowing them to make comparisons with their classmates' data in real time.

The Social Studies curriculum focuses on understanding that U.S. and World History events are shaped by communities, cultures, and location in the world. Primary grades learn about families and social groups, communities, and the basic economic concepts of needs and wants. Intermediate grades expand these concepts relating them to regional areas within the United States and the world. Students also build map skills to identify relationships between geography, natural resources, and population density, as well as make connections to the real world.

The Music and Art curriculum go beyond basic artistic fundamentals. Cross-curricular General Music programs integrate drama, dance, instruments, history, and other cultures into performances. Students express themselves musically through movement, singing, and improvisation both vocally and instrumentally, with band, orchestra, and choral programs beginning in fourth grade. In Art, learning activities are designed with a purpose that goes beyond the application of visual and creative problem solving. The Visual and Performing Arts program values creative thinking, problem solving, and promoting a worldview that extends beyond the walls of the classroom.

Learning standards in PE/Health are met through diverse age appropriate activities. In addition to physical fitness and motor skill development, the curriculum incorporates team building, spatial and self awareness,

and the promotion of healthy lifestyle habits outside of school. Rockland partners with Advocate Condell Hospital to promote community health and lifelong fitness through the Coordinated Approach to Child Health (CATCH) program.

Technology is integrated into all areas of academic curriculum. Through the use of technology, students learn, create, demonstrate, research, present information, and communicate by using and applying the Applications of Learning. The technology framework consists of interdisciplinary lessons, seamlessly integrating technology into the curriculum to enhance student learning.

2. Reading/English:

The Reading curriculum revolves around the Common Core Standards and was chosen to meet the needs of all learners. Phonemic awareness, phonics, comprehension, vocabulary, and fluency are the heart of Rockland's balanced reading curriculum. Ongoing assessment, strategy instruction, and differentiation help students meet the standards.

Students are assessed at least three times per year using a leveled reading assessment and a phonics assessment to determine instructional levels of all students, and to identify under- and over-performing students. These levels allow teachers to flexibly group students and provide instructional materials that match each student's reading level. Additionally, teachers progress monitor students using running records, guided reading groups, and student conferences.

To meet the needs of students and Common Core Standards, teachers utilize a variety of instructional methods which address foundational skills, language, and comprehension of both literature and informational text. Shared reading is used to introduce new concepts to the whole class. Teachers use common language during strategy instruction to ensure consistency amongst grade levels. Appropriate grade level texts are used, and instruction is purposeful and explicit. Students understand the goals of the lesson and work towards meeting them.

In guided reading groups, strategies are reinforced with texts that best meet the needs of the group. The book room at Rockland offers teachers access to hundreds of leveled texts to match students' levels. While guided reading groups meet, the rest of the students practice learned strategies in differentiated centers that offer choice, which motivates students and fosters independence. The centers include reading to self or others, listening to reading, working with words, and writing in response to reading. Intermediate grade students learn how to analyze literary elements through author studies, literature circles, and Socratic seminars.

Rockland School interventionists keep careful track of over- and under-performing students. Under-performing students have individual plans which detail specific activities the classroom teacher carries out to close the gap. Additionally, they receive assistance from an interventionist, who works with small groups of students between three to five times a week, depending on need. Fast paced lessons address the specific needs of students through guided reading, word work, and writing. Under-performing kindergartners have additional phonological awareness instruction with a Speech Language Pathologist. Over-performing first through fifth graders explore more in-depth concepts about literature with the GTE teacher in small group sessions.

3. Mathematics:

The Mathematics program at Rockland School is designed to actively engage students. Teachers address the Common Core Standards, making sure the needs of all learners are met. It is important for students to understand how math is applied beyond the classroom walls. Students are encouraged to apply math concepts and vocabulary across curricular areas in a variety of collaborative problem solving situations.

Teachers utilize a spiral Math curriculum for all kindergarten through fifth grade students. Topics are revisited several times each year, and across grade levels providing students with a deep understanding of

essential skills including Number and Operations in Base Ten, Operations and Algebraic Thinking, Number and Operations - Fractions, Geometry, and Measurement and Data. This curriculum was chosen to provide students with many opportunities to practice before mastery is expected. They are also given opportunities to extend their thinking beyond what is taught in the classroom.

Teachers employ a variety of instructional methods to actively engage students. Interactive whiteboards, math games and manipulatives make lessons more meaningful and motivating to students. Technology is a regular part of the curriculum and allows students to practice math facts and skills in an exciting way. Immediate feedback is provided, helping students and teachers set learning goals. At times, students work in small, flexible groups in the classroom based on their needs. Teachers differentiate the math curriculum for these students.

Students are assessed to measure growth after each unit of study. This provides valuable information to students, parents, classroom teachers, and interventionists. Under-performing students are eligible for small group instruction with a Math Interventionist. The goal of these groups is to re-teach important concepts and build confidence so students can be successful in the classroom. In order to address the needs of high-performing students in first through fifth grades, enrichment groups with the GTE teacher are offered continuously throughout the year. The groups change with each unit based on student needs. Students extend their knowledge on a topic by working on challenging activities based on the specific mathematical content. Formal gifted math services are also offered to eligible students. These students work with the GTE teacher on higher level problem solving and advanced math applications for the duration of the year.

4. Additional Curriculum Area:

Rockland's Physical Education (PE) curriculum is full of opportunities for students to engage in the Applications of Learning, making it a stand-out program. Students participate in moderate to vigorous physical activity in a curriculum which emphasizes lifetime fitness and healthy living. Students build social skills by working through challenges and overcoming problems together. The environment is upbeat and supportive, with students encouraging each other to take worthwhile risks without fear of embarrassment or failure. The commitment to health safety, skill development, and teaming are important aspects embedded into the curriculum.

Students are exposed to a multitude of sports, essential skills, and physical activities in two-week increments. Instructional methods include whole group, small group, individual, and peer teaching. Within each unit, students practice and apply essential skills through different activities and games. At the introduction of each unit, students begin on the same level, learning the basic skills for the unit, and are given independent practice opportunities. Advanced students are provided additional challenges, while under-performing students are given modified tasks to build essential skills. At the conclusion of the unit, students incorporate all skills in a group or game setting, increasing their cardiovascular endurance.

Skill assessments are administered toward the end of each unit to align with state and national standards. Assessment techniques include skills testing, fitness tests, and informal observation of skills.

The many facets of Rockland's PE program make it outstanding. Student leadership is promoted by encouraging students to invent games, create lesson plans, teach peers, and solicit feedback. Over 60% of Rockland's fourth and fifth graders participate in at least one of four morning intramurals offered throughout the year. These programs foster positive interactions in a relaxed environment, and it is evident that students are invested in making healthy choices. Over the last three years, Rockland built a more diverse curriculum by securing over \$3000 in grants. This funding provided new equipment and field trip opportunities. For example, pedometers were purchased, encouraging students and staff to count daily steps, extending fitness beyond the gym.

Another extraordinary aspect of the PE program includes partnering with Advocate Condell Hospital's CATCH program and the American Heart Association's (AHA), Jump Rope for Heart. The hospital and school work together to promote health concepts and lifelong fitness within the existing PE curriculum by

discussing heart health. Rockland gives back to the community by supporting the AHA, raising over \$18,000 for the organization.

5. Instructional Methods:

Rockland teachers believe students learn best when instruction is tailored to individual needs. This is accomplished by providing a broad range of services and scaffolded instruction for all students.

The Instructional Resource Program provides interventions to under-performing students in Reading and Math. These interventions utilize current research-based materials which incorporate multi-sensory approaches and repetition. Students are taught at their instructional level in small groups to boost confidence and close the gap between performance and district benchmarks.

Special Education Resource Services are provided to students with an Individualized Education Program (IEP). The IEP is developed by Special Education Team members to address learning and behavioral needs similar to the English Language Learner (ELL) program. Services are provided inside and/or outside the general education classroom. Research-based practices are utilized ensuring student progress. Academic interventions are implemented using hands-on technology, multi-sensory strategies and tools, and high-interest materials.

The Elementary Instructional Program (EIP) is a self-contained classroom designed for students whose needs cannot be met in the resource model. Students are educated in their home district with the flexibility to transition into general education classrooms when possible. This program benefits students who need more personalized instruction and fewer daily transitions. Students are provided chances to Skype with experts, attend hands-on demonstrations and work with interactive curricula. Instruction of foundational Reading and Math skills is explicit and paced to meet individual needs. Teaching sessions are action-oriented, involve constant student-teacher interaction, increased technology, and multiple sensory input. All skills are reinforced by listening, speaking, reading and writing.

The GTE teacher assists classroom teachers to meet the unique needs of gifted and high achieving learners, providing enrichment opportunities in Reading and Math in first through fifth grades. This allows students to extend their thinking beyond what they are learning in their classrooms. Unit content varies based on curricula established by Common Core Standards. Third through fifth grade students identified as gifted, based on district criteria, receive GTE services using established individualized student goals.

Technology allows all Rockland students to actively participate in instruction as well as create, practice, and reinforce concepts taught. A Technology Literacy Coach is available to assist teachers in developing lessons to extend learning for all students. Staff members modify materials, provide accommodations, and track student progress through web-based programs. Students benefit from this highly engaging instruction.

6. Professional Development:

To maximize student achievement and school improvement, staff members are provided numerous opportunities to further develop their skills and knowledge to align with academic standards. District 70 promotes ongoing professional development and encourages staff to further their education through graduate degrees, coursework and attending local and national conferences. Throughout the year, staff share what they learned with colleagues.

Staff take ownership of their professional development by creating Individual Learning Plans (ILP) with the building principal based on their interests and teaching goals. ILPs align with the Applications of Learning, and are executed with groups of teachers working with research to add to their professional repertoires. The ILPs allow staff members the opportunity for self-directed learning through creating book clubs, viewing webinars, attending workshops, forming study groups, as well as observing other educational settings. Since the creation of ILPs, Rockland has implemented innovative Reading and Language Arts programs, which have made instruction more powerful and offers more differentiation opportunities.

To support achievement, Rockland staff are invested in discovering innovative classroom practices through current brain research. This study group researches ways to create an environment which gives students a higher probability of success in learning, such as playing music in the classroom, movement breaks, decluttering materials, and fostering a calm learning environment. Staff members utilize outside resources to further develop their understanding of how the brain works and its impact on learning. Group members also use social media to share their discoveries and successes.

Based on needs, the district Technology Literacy Coach (TLC) provides professional development opportunities to effectively support the curriculum. Meetings with the TLC focus on ways to integrate programs and devices to help students develop the Applications of Learning to succeed in and out of the classroom. Through working with the TLC, a common framework of technology skills has been developed to seamlessly integrate the use of technology to support student learning.

Each trimester, district teachers meet to collaborate and articulate on a variety of topics. Teachers gather information from these meetings and apply them to their own settings as they see fit. These meetings have resulted in the creation of common learning objectives, trimester frameworks, learning benchmarks, and opportunities for differentiation. This ensures all students have common learning experiences.

7. School Leadership

The Rockland staff believes that leadership happens naturally by positively inspiring others and leading by example. Leadership does not come in a hierarchy, as all staff, regardless of position, are empowered by the principal to take ownership as professionals in education. Overwhelmingly high performance scores were reported in the areas of Effective Leadership and Supportive Environment on the state-required 5Essentials Staff Survey, demonstrating the result of effective leadership at Rockland.

The School Improvement Planning (SIP) team serves as leaders, representing each grade level and specialty area within the school. Membership on this team takes place on a two year rotational basis, giving all staff members equal opportunities to serve as school leaders. This team collaborates monthly, to set the course for the direction of the school. SIP team members facilitate four Focus Groups, each comprised of five to seven staff members, in order to accomplish schoolwide goals including data analysis, positive school-wide behavior, Reading instruction, and the utilization of the Applications of Learning. Focus groups show leadership and professional development in action, and have led to the implementation of all staff participation in walkthroughs, new reading comprehension methods, and the creation of a Data Room. With the implementation of Focus Groups, teachers are leading the way to meet school wide goals.

Currently, the SIP team is reading the book, *Wooden on Leadership*, by John Wooden, to provide professional development on leadership. Discussions center around the requisites for successful leadership, such as cooperation, loyalty, enthusiasm, initiative, team spirit, skill, self-control and confidence. Teacher leaders discuss how these concepts can be applied to their roles as school professionals and their work with students.

The heart of student leadership is driven by the character education program, giving students foundational leadership skills. Character role models are celebrated by grade level each month. Students also serve as leaders through Student Council activities by organizing fundraisers, spirit week, and other school-wide activities. Daily morning broadcasts are led by students to foster leadership and communication. Students assume the responsibilities of script writer, anchor, producer, and director. As part of the broadcast, students and staff are recognized for their leadership accomplishments, motivating all to serve as leaders.

Strong leadership infiltrates the Rockland School culture, supporting the dedication to the school's mission statement, "We show the Rockland Way each and every day!"

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

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*					
% Proficient plus % Advanced	92	98	98	100	95
% Advanced	27	63	71	76	72
Number of students tested	52	52	57	69	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	98	98	100	94
% Advanced	23	59	69	80	74
Number of students tested	39	44	51	64	53
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

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*					
% Proficient plus % Advanced	81	98	100	92	96
% Advanced	36	64	67	71	50
Number of students tested	60	61	61	60	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	77	98	100	92	97
% Advanced	29	63	68	68	52
Number of students tested	48	54	56	53	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

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*					
% Proficient plus % Advanced	89	99	92	92	96
% Advanced	32	53	44	36	43
Number of students tested	66	63	61	72	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	98	91	95	97
% Advanced	29	50	38	39	45
Number of students tested	59	60	56	65	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

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*					
% Proficient plus % Advanced	92	93	95	96	86
% Advanced	47	67	49	57	54
Number of students tested	52	52	57	69	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	93	94	97	87
% Advanced	41	66	49	59	49
Number of students tested	39	44	51	64	53
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

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*					
% Proficient plus % Advanced	81	97	96	87	88
% Advanced	36	41	61	47	45
Number of students tested	60	61	61	60	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	79	96	98	87	91
% Advanced	31	39	63	43	46
Number of students tested	48	54	56	53	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	91	96	88	92	88
% Advanced	41	60	48	35	50
Number of students tested	66	63	61	72	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	97	86	95	92
% Advanced	41	58	43	34	53
Number of students tested	59	60	56	65	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: