

***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) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Erin M Hall

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

Official School Name Seventh Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 701 7th Ave

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

City La Grange State IL Zip Code+4 (9 digits total) 60525-6705

County Cook County State School Code Number\* check ISAT book

Telephone 708-482-2730 Fax 708-482-2725

Web site/URL http://seventh.d105.net E-mail ehall@d105.net

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

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

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

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

Name of Superintendent\*Dr. Glenn Schlichting E-mail: gschlichting@d105.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name La Grange Sd 105 South Tel. 708-482-2730

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

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

Name of School Board  
President/Chairperson Mr. Dave Herndon  
(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):
- 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. 1 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                     | 13         | 17           | 30          |
| 1                     | 23         | 20           | 43          |
| 2                     | 14         | 13           | 27          |
| 3                     | 9          | 18           | 27          |
| 4                     | 21         | 15           | 36          |
| 5                     | 18         | 17           | 35          |
| 6                     | 14         | 19           | 33          |
| 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> | 112        | 119          | 231         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 24 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 71 % White
  - 3 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

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             | 4             |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 1             |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 5             |
| (4) Total number of students in the school as of October 1   | 200           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.025         |
| (6) Amount in row (5) multiplied by 100  | 3             |

7. English Language Learners (ELL) in the school: 7%  
15 Total number ELL  
 Number of non-English languages represented: 6  
 Specify non-English languages: Languages: Spanish, Lithuanian, Macedonian, Serbian, Portuguese and Polish
8. Students eligible for free/reduced-priced meals: 38%  
 Total number students who qualify: 74

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 15 %  
33 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              | 5 Other Health Impaired                 |
| 0 Deaf-Blindness        | 4 Specific Learning Disability          |
| 0 Emotional Disturbance | 8 Speech or Language Impairment         |
| 1 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 4 Multiple Disabilities | 9 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<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 9                      |
| Paraprofessionals   | 10                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1                      |

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 15:1

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%       | 96%       | 96%       | 96%       | 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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Seventh Avenue is a Blue Ribbon Award worthy community because all stakeholders are invested in ensuring both academic and social emotional student success. The mission and vision of Seventh Avenue Elementary School is to empower students to pursue their interests, talents and dreams. We strive to be a high performing school district that celebrates the importance of each individual student.

- We want each student to feel that he/she is a valued member of the school community prepared for future academic and career success.
- We want our communities to feel pride in our work and express confidence that we are good stewards of their resources.
- We want each staff member to make a positive difference in the lives of our students and their families.

To measure our effectiveness, Seventh Avenue staff members have aligned their SMART goals to the following long-range D105 goals:

1. All students will demonstrate continuous growth and achieve college and career readiness standards: Seventh Avenue School has a tradition of excellence. Based on our attainment results as monitored by Northwest Education Association (NWEA), Seventh Avenue school ranks approximately in the top 10% of districts taking the Measure of Academic Performance (MAP) assessment nationally in reading and math. We received the Academic Excellence Award for the 2011-12 academic year and we also received the Illinois 2012 Academic Excellence Award. Seventh Avenue was recognized with this award based on at least 90 percent of students meeting or exceeding standards in reading and math for three consecutive years. In 2009, the Consortium for Educational Change (CEC) rated District 105 and Seventh Avenue as a high performing school in the areas of collaboration, learning and results through a system assessment check. In 2006, Seventh Avenue received the Academic Improvement Award.

2. All students will attend school in a safe, supportive and healthy learning environment: It is clear that Seventh Avenue's standardized tests make us Blue Ribbon worthy, but it is also the hard work and dedication of our school community in meeting the social and emotional needs of our students. The atmosphere of respect is emulated by all adults and children. Each day, it is our mission to create a respectful and supportive environment where positive choices are made. Smiles, excitement, and friendly greetings fill the building as students arrive and attend a daily all-school morning assembly. It is during this daily morning assembly where we revisit our school expectations, empower students to make positive choices, and take the time to celebrate individual and classroom accomplishments. For students who experience difficulty making positive choices or need more guided practice with this skill, they benefit from taking part in a daily check in/check out mentor program or can receive services from our school social worker or psychologist.

District 105 is committed to ensuring all Seventh Avenue classroom teachers and the building principal are trained in Responsive Classroom (RC). Responsive Classroom is a research and evidence based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Currently 100% of all classroom teachers and the principal have been through Level I training and 77% of our classroom teachers have been through Level II training.

3. We will recruit, retain and develop a high quality, collaborative staff: The building principal works collaboratively with the Director of Curriculum, Director of Student Services and the Seventh Avenue staff to hire high quality certified and non-certified staff to deliver instruction that meets the needs of our students. Currently, Seventh Avenue has two National Board Certified teachers, 21 out of 27 teachers have at least one master's degree, and 5 out of the 9 para professionals have a teaching degree. Seventh Avenue Elementary school's performance on the 5 Essentials summarizes the participants' answers to those survey questions as Well Organized and Above similar schools and Illinois schools.

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

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

A strong school performance on the Illinois Standards of Achievement Tests (ISAT) is representative of the high expectations set at Seventh Avenue School. Student academic growth is calculated based on students' changing performance levels on the ISAT from one year to the next. When a student takes the ISAT, his/her score will fall within the range of one of four performance levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. This information helps our teachers identify the strengths and weaknesses of students, school, and district. Historically, Seventh Avenue students score in the top 10% of the state. On average, 90% of our students fall within the Meets and Exceeds Standards category. Our teachers set high expectations of achievement and progress in all areas for all students.

With the new Common Core Standards in place to better prepare students for success in college and careers, we understand that the mastery of these standards will allow students to compete with peers around the state, the country and the world for the jobs of tomorrow. To ensure that our students master these rigorous standards, a group of Seventh Avenue staff are working with the Common Core Institute to align our curriculum and instruction with the depth and rigor expected from these new reading, writing, language and mathematics standards. In 2013, in consideration of the new CCSS, the Illinois State Board of Education (ISBE) reviewed its current ISAT performance level expectations for students in grades 3-8 and determined that they were too low and did not give an accurate picture of a student's ability to succeed in college and the workforce. This adjustment of the ISAT performance expectations raised the academic bar for all students across Illinois. In 2013, students needed to demonstrate greater proficiency than ever before in order to reach the threshold of "meets" or "exceeds" on the ISAT assessment. As a result, school districts throughout the state saw a downward shift of students rank on the 2013 ISAT as compared to previous years. Although we saw this dip too, our Meets/Exceeds percentages were still well above the state. 81% of Seventh Avenue students achieved a Meets/Exceeds range scored compared to 59% at the State level ([iirc.niu.edu](http://iirc.niu.edu)).

The overall five-year data trend for 2009-2012 shows that 90% of our students continue to perform at the Meets and Exceeds Standards categories in both reading and math. If you look further at an eight-year trend starting in 2006, our overall average continues to remain at 90% of our students in the Meets and Exceeds Standards categories. These averages consistently put us above our District 105 and the State of Illinois averages. Although we consistently do not have specific sub groups from the ISAT analysis, Seventh Avenue staff utilizes MAP results to examine various sub groups to better meet individual student needs. We examine the results of our students with IEPs, social emotional difficulties, socio economic status, and our ELL students.

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

District 105 and Seventh Avenue staff have worked closely with the Consortium for Educational Change (CEC) to better understand and utilize the continuous improvement model to monitor student data, set SMART goals and actions plans, and evaluate student achievement and progress results. The understanding that none of these components within the model is independent of any other has created a culture of school improvement. To ensure engagement in the continuous improvement process, a Building Leadership Team (BLT) was created in 2013 consisting of teachers and building specialists. This team meets monthly to talk about grade level SMART goals and data. Based on data and its trends, this team discusses staff needs and plans staff development. Three times a year, the Seventh Avenue BLT and staff share their reflections about the continuous improvement cycle with Dr. Schlichting, D105 Superintendent. We strongly believe in keeping our community and parents aware of and involved in the continuous improvement process too. Some of the ways we accomplish this are: monthly PTO meetings, Fall Curriculum Night, Parent Conferences twice a year, quarterly reports cards and midterm reports, parent letters containing information on MAP and ISAT testing and supports that can be put in place at home, teacher newsletters, and a principal's webpage.

Seventh Avenue teachers set high expectations of achievement and growth for each student regardless of ethnicity, socio-economic status, or disability. We use data from standardized tests including MAP and ISAT, report card information, classroom observations, developmental continuums, and individual classroom assessments to help determine the needs and strengths of our students. All of these pieces of data are used every year to determine student learning over time and help inform our instructional focus throughout the year. Through our efforts to continuously reflect on our instructional practices and their impact on student achievement, our teachers consistently provide targeted instruction. Teachers have incorporated differentiated small group literacy and math instruction at all grade levels to meet the needs of our students. Universal academic and behavioral screenings are administered throughout the year starting in kindergarten in order to ensure all students are making progress and meeting district benchmarks. Data analysis is conducted on a regular basis by a Special Services team. This team meets weekly, working closely with classroom teachers to monitor the results from the universal screenings and to determine the needs of individual students. Parents are always invited to be part of this team meeting. Classroom teachers, specialists, and support staff utilize daily common plan time to engage in the ongoing exploration of three crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty OR needs to be enriched in learning?

We pride ourselves on our focus on continual improvement and results. Seventh Avenue staff embraces data as a useful indicator of progress. Also, we truly understand the power of reflection and the need to collaborate as educators so that we can ensure success for our students.

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

District 105 values professional learning communities and supports collaboration among all staff. Certified and non-certified staff members come together throughout the year for collaboration. Seventh Avenue staff focuses on the Common Core State Standards (CCSS) and student assessment to ensure that they are providing the same rich curriculum and instruction as is available for students across the district. We recognize that we must work together to achieve our collective purpose of ensuring success for all our students. Therefore, we have created structures to promote a collaborative culture. Each year, our building principal and Building Leadership Team (BLT) strive at creating a master schedule that builds in common plan time for classroom teachers, building specialists, and support staff. Teachers understand this time is crucial and necessary to reflect on informal and formal student data. It is also a time where teachers and building specialists are committed to designing activities that challenge students to be cognitively active, offer students the opportunity to select from among several options, and that permit students the opportunity to develop their own understanding. Our teams also work together during this common plan time to create common assessments. The commitment from staff members to use their common plan time has allowed for powerful collaboration that characterizes professional learning communities. It is a systematic process in which staff work together to improve their classroom practice, and it engages them in an ongoing cycle of reflection that promotes deeper learning. We strongly believe this process has led us to higher levels of student achievement.

We also believe that through this collaboration, we learn from each other. We acknowledge that we have instructional experts and pride ourselves in learning from others. District 105 administrators have built the capacity of teachers by encouraging those with an expertise or training in certain areas to act as leaders. At Seventh Avenue, we currently have 3 classroom teachers, the Reading teacher, and the principal working closely with a consultant from The Common Core Institute. As their knowledge increases, they develop plans and adult learning opportunities for the whole staff. This has included a book study using *Notice and Note: Strategies for Close Reading* written by Kyleen Beers & Robert E Probst. Teachers also regularly attend balanced literacy workshops by Kristina Smeckens. When those Seventh Avenue staff members return from her highly motivating workshops, they in turn create staff development and share their new ideas and strategies to enhance our literacy block.

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

Seventh Avenue supports and encourages our parents to become part of our PTO and D105 Parent Involvement Committee (PIC), a District 105 Board of Education initiative. PIC is comprised of a dedicated group of District 105 parents, educators, Board of Education and community members who work together to provide networking opportunities, communication, education, and support to District 105 families. PIC is attached to the District 105 strategic plan with a goal to strengthen parent/education partnerships to help students achieve their goals and follow their hopes and dreams.

During the school year, traditions are celebrated through the efforts of the Seventh Avenue school community. Fall begins with tours of the building for new students, "Meet & Greet"s for teachers to meet their new students and parents, and a day set aside to review our school-wide behavior expectations. Parents attend a Curriculum Night presentation, and the PTO hosts a coffee for new Kindergarten parents. The first few months offer many events which include assemblies and all school lessons that reinforce respectful peer interactions, student goal setting, service learning opportunities for students, including food and winter clothes donations to local charities, and the adoption of new student members to the Seventh Avenue Student Council. As the New Year begins, there is a heightened emphasis upon activities that support instruction and increase student ownership for their learning. For example, K- 6th grade students reflect on their progress after winter MAP testing and readjust their goals. They also demonstrate their talents at an all-school music program, take part in District 105 musicals and jazz concerts, participate in the Speech Team contest and Battle of the Books, and highlight their work in a Family Poetry Slam and the D105 Writing Festival. Our school year culminates with an Olympic Day program that reinforces skills learned in physical education classes, after which students are honored at an all school awards ceremony, and our oldest students are celebrated at the 6th Grade Farewell. Finally, our community comes together to celebrate the year at an all-school picnic with families in the park. These activities would not be a success without a strong community partnership.

Seventh Avenue's 5Essential's rating for Involved Families was Very Strong at 83. In schools with Involved Families, the entire staff builds strong external relationships.

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

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### **1. Curriculum:**

Seventh Avenue staff members are committed to the Common Core State Standards (CCSS) and aligning our curriculum to these standards. The purpose of adopting the Common Core State Standards (CCSS) was not simply to align with other states, but rather to raise the bar in all grades to ensure that our students are receiving a relevant and rigorous education. The adoption of the CCSS means that Seventh Avenue students will be better prepared to meet the demands of college and/or the work place in the 21st century. To ensure the staff was prepared for the CCSS instructional shifts, teachers have been provided time, resources, and support to meet and create instructional blueprints and to continue to align their instructional practices to the CCSS.

In the area of Literacy, Seventh Avenue is implementing a balanced literacy approach to support the Common Core State Standards. Teachers use their common plan time to develop and embed higher level questions using Webb's Depth of Knowledge (DOK) into their shared and guided reading plans. There has been an increased focus on writing instruction and expectations across the curriculum. The Library Media teacher has reorganized two book rooms containing leveled reading materials for guided groups, and the principal has allocated building funds to purchase more nonfiction and high interest leveled text. Teachers are continuing to monitor their informal and formal reading assessment data and use tools like the NWEA DesCartes report to better understand their students' reading needs.

In the area of Math, Seventh Avenue staff are focusing on the pedagogical shifts demanded by Common Core State Standards which are: Focus, Coherence, Fluency, Deep Understanding, Application, and Dual Intensity. There is a focus on an intentional use of the eight mathematical practices as expected by the rigorous Common Core Standards too. Manipulatives and performance based math tasks are used to move a students' understanding from concrete to abstract. Upon implementation and after reflecting on the success of the balanced literacy approach, Seventh Avenue teachers are applying those instructional practices to their math block. This has included more modeling followed up by targeted instruction in guided math groups. To increase the rigor in instruction at Seventh Avenue, our K-4 Math Gifted Specialist has provided staff development on how to create and use performance based math tasks and how to develop open-ended math questions.

In the area of Science, Seventh Avenue teachers are increasing their knowledge on Next Generation Science Standards. They are integrating ELA and Science due to the focus of non-fiction in the CCSS. Our teachers are using the Next Generation Science Standards and STEM together to integrate hands-on and engaging opportunities in Science. Seventh Avenue annually hosts all District 105 3rd graders at Seventh Avenue. In the past, we have had an "Astronomy Adventures" theme with Star Lab (a traveling planetarium) being the central focus. This year, we have additionally invited the STEM Outreach organization to join us on this day. The New Generation of Science Standards expects students to secure an understanding of the interdependence of science, engineering and technology which is the focus of the STEM (Science, Technology, Engineering, & Mathematics) organization.

In the area of Social Studies, Seventh Avenue teachers are integrating ELA and Social Studies due to the focus on non-fiction in the CCSS. Seventh Avenue teachers use TCI curriculum which is designed to reach learners of all abilities by using multiple intelligences teaching strategies and research-based active instruction. This curriculum gives our teachers the tools they need to turn their social studies classroom into an engaging and stimulating experience for every student.

Fine Arts and Physical Education: Music and Art teachers have increased their technology use. Our Fine Arts teachers aligned their curriculum to the Illinois Standards. They are participating in staff development on how to incorporate Webb's Depth of Knowledge (DOK). Elementary PE teachers collaborate to develop units that create consistency across the district. PE teachers use Fitness Gram to monitor students' progress. Students set goals using their Fitness Gram data. The Seventh Fine Arts and PE teachers collaborate with their peers from the other D105 schools and set SMART goals as a department.

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

Seventh Avenue Elementary School utilizes research-based instruction to meet the needs of students at all levels. Teachers use a balanced literacy model to ensure targeted instruction is provided to support a wide range of student reading abilities. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read alouds, shared reading, guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, and independent writing. During balanced literacy instruction, Seventh Avenue teachers gradually release responsibility over time as their students become more independent. The role of the teacher is to model, guide, and coach before students are asked to work independently. The role of the principal is to be informed, guide instruction and implementation, and support teachers in obtaining necessary resources. Finally, the balanced literacy framework provides teachers with the foundation for integrating instruction that will support the goals for the Common Core State Standards.

For at least 15 years, Seventh Avenue has also had a building Reading teacher. This role has transformed from delivering reading instruction to small groups of Tier II or Tier III students to basing her support on the needs of each grade level, which could include a large group of Tier I or Exceeds students. The Reading teacher has also begun co-planning and co-teaching with classroom teachers. She has taken on a coaching role with non-tenured staff and has helped them create lesson plans and pull resources for the literacy block. Our Reading teacher is an active member of the Building Leadership Team and the Special Services Team.

Currently, Seventh Avenue's master schedule for 1st - 6th grade allows for a minimum of 120 minutes a day for their literacy block. Like Routman states in *Reading Essentials*, 2003, "If we want our students to be excited about literacy, they need teachers who love coming to work, who are literacy learners themselves, who find ways to make curriculum relevant to children's lives, and who can put high-stakes testing in perspective."

## **3. Mathematics:**

In the area of Math, Seventh Avenue staff is focusing on the pedagogical shifts demanded by Common Core State Standards, which includes a focus on the eight mathematical practices in the classroom. In District 105, the eight mathematical practice standards are the guide to high quality math instruction.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Upon implementation and after reflecting on the success of the balanced literacy approach, Seventh Avenue teachers are applying those instructional practices to their 60-minute math block. They understand the importance of modeling during whole group math instruction and then meeting with students based on their math data in small guided math groups to deliver differentiated instruction. Manipulatives and performance-based math tasks are used to move a students' understanding from concrete to abstract. To increase the rigor in instruction at Seventh Avenue, our K-4 Gifted Math Specialist has provided staff development on how to create and use performance based math tasks and how to develop open-ended math questions.

Seventh Avenue teachers use many resources to support the math Common Core State Standards: IXL and ALEKS which are online math programs, Everyday Math, & McDougal-Littel Course 1, and Engage NY.

Teachers continue to work closely with our K-4 Math Specialist on creating open-ended higher level math questions, performance-based math tasks, and are currently piloting Number Talks.

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

As NEA President Dennis Van Roekel states, "If our children are to excel in a fast-changing, global society, we must harness the technology resources they need to function in a digital age. We must remember our commitment to their future as we set priorities and establish policies on their behalf." Seventh Avenue staff members are devoted to providing all of our students with the skills necessary to be outstanding citizens of the 21st century and to be college and career ready. To do this, technology is used to support and enhance instruction in all curricular areas. Teachers are able to use web-based literacy and math programs to monitor students' progress, pinpoint areas of need, and provide targeted enrichment that engages student in their learning. Currently we have 25 desktop computers in a state of the art computer lab, and we have 46 laptop/notebook computers on mobile carts for students to access. Every classroom, including the library learning center, has a Promethean interactive board and projector. Seventh Avenue teachers have a wonderful assortment of software and subscription options to use and integrate into their lessons to enhance engagement.

Some of the software and subscriptions that are used daily at Seventh Avenue are:

- Schoolfusion for school, classroom and department websites.
- Powerschool student management software.
- Schoolmessenger for email/voicemail alerts to parents and staff.
- Microsoft office suite of products for student learning.
- Pixie and Kidspiration for primary student learning.
- TTL4 and TTL Jr. for student keyboarding instruction.
- Google Apps for Education for student learning.
- United Streaming for educational video streaming.
- Worldbook Online, Pebblego, Facts4me, and Brainpop for student research and learning.
- Scholastic Fasttmath for student math learning.
- IXL for student math learning.
- Scholastic System 44 for student reading interventions.
- Renaissance Place for STAR reading assessments.
- Everyday math online for student math learning.
- Storytown online for student reading instruction.
- Scott Foresman Science online for student science instruction.
- TCI online for grades 3-5 student social studies instruction.
- McDougal Littell online for grade 6 math instruction.

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

Seventh Avenue's rating on the 5Essentials for Ambitious Instruction was Strong with a score of 73. In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge.

One instructional strategy that involves students in an authentic way, has boosted Seventh Avenue student success, invigorated the teachers, and has created a school culture where students take ownership for their learning has been goal setting. At Seventh Avenue, we know that setting goals is crucial in helping students understand the learning road map and involving them in their educational journey. We have transformed our goal-setting practices over the years and are proud of this work. Students are actively involved throughout the year setting goals and clear targets in math and ELA. They write commitment statements and/or action plans connected to those goals. Teachers conference with each of their students regularly to talk about their progress. It is during these conferences where students are able to reflect on what is going well and what else they can do. Additionally, all classrooms at Seventh Avenue, including Kindergarten, have set class

goals using their reading and math MAP means. As a whole class, they discuss what each student will do to contribute to increasing those means. After each round of MAP testing teachers and their students reflect on and celebrate increases.

Seventh Avenue staff use their common plan time and monthly staff development to share goal setting ideas and resources. If you were to visit our classrooms, you would see goal setting dart boards with targets as reminders, commitment posters written by students, MAP class means with spring goals posted, and individual student goal setting note cards on desks. If you stopped during this visit and asked students about their goals, they would be able to talk to you with ease about them and their commitments and/or action plans. Starting in the winter, you would also hear about individual student and classroom celebrations. The building principal also meets with students regularly to talk to students about their goals. She makes personal phone calls to students' parents to talk about their goals and to congratulate students on their hard work and dedication. She uses the Danielson Framework to reflect on and celebrate the work each classroom teacher has done to increase engagement and student ownership through the goal-setting process.

## **6. Professional Development:**

Professional development at Seventh Avenue is aligned to the District 105 strategic plan, and we strongly believe that professional development should be a continuous act. Professional development happens at three important levels: district wide, building wide, and at each grade level. In our District, student data drives decision making regarding student instruction and staff development needs. Certified and non-certified staff have ample opportunities to receive ongoing learning through district-wide professional development and training. These adult learning opportunities are developed by the Principal Team, Student Services Director, ELL Coordinator, Curriculum Director, Technology Team, and District Specialists. At the District level, teachers have the opportunity to take part in Teacher Academies, which are facilitated by outside consultants or the Curriculum Director. Over the years, Seventh Avenue teachers have signed up for STEM, Science, ELA, Math, and Utilizing Student Data (NWEA tools) Academies.

Next, at the building level, monthly faculty meetings are devoted to curriculum and instruction that advances district initiatives as well as State mandates. Teachers have been afforded time during the school day to better understand the components within the balanced literacy model, master the use of AIMSweb to progress monitor student achievement in ELA and math, and develop CCSS blueprints . Professional development leads to best practices which are demonstrated through the teacher evaluation process. This is because Seventh Avenue teachers do an excellent job of turning their training into practice. Also, teachers utilize their planning time to collaborate and problems solve to meet students' needs.

At each grade level the sharing of resources and ideas happens on a scheduled and unscheduled basis. Teachers take the initiative to collaborate in order to seek and provide assistance to each other. Our staff members have a menu of professional choices to meet their needs. In addition to district- and building-level professional development, teachers can take advantage of out-of-district professional development courses and training. Two out-of-district professional development opportunities that have been supported by the principal and district for years are Responsive Classroom and Literacy workshops with Kristina Smeckens.

Seventh Avenue's rating on the 5Essentials for Quality Professional Development was Strong with a score of 75.

## **7. School Leadership**

Leadership at Seventh Avenue would be characterized as shared and student centered. Leadership opportunities are afforded to all staff members because our principal believes in building capacity. Leadership often originates from the principal but quickly travels to staff, parents, and students. Our school climate is one that fosters ideas that will impact greatness and that always have our students at the heart of each decision.

As the instructional leader, our principal's role is to support the students, staff, and parents. This is

accomplished by her visibility and transparent communication. Under her guidance, each individual within the school is valued. This year, she has worked to build capacity among the staff, including the K-4 Gifted Math Specialist, Reading teacher, and Special Education teacher. Our principal acknowledges staff talents and taps into those frequently. For example our K-4 Math Specialist has planned and presented at Seventh Avenue to enhance our teachers' math instruction and their understanding of the instructional shifts within the CCSS. Specific building leadership responsibilities are carried out by our Building Leadership Team (BLT). This team uses data to drive their decisions. Together, they plan staff development, make recommendations for the master schedule, provide resources, and plan for building articulation. The Responsive Classroom (RC) Team is another set of teachers who have taken on a leadership role. Their responsibilities include monthly planning and facilitating all-school social emotional lessons. These powerful lessons have fostered the social emotional growth of our students. Some of this team's highlights have included the creation of school-wide expectations, developing monthly lessons that support these expectations, and forming a common language around these expectations. This team works on engaging all students in anti-bullying themes and activities that have included parents. The RC team incorporates ways for students to acknowledge and celebrate each other too. This leadership team has created a safe and nurturing environment at Seventh Avenue which was evident on the 5Essential Survey. Students and teachers share a high level of mutual trust and respect, and we received a score of Very Strong/99.

Because of this shared leadership philosophy, our students' ideas are also important. Seventh Avenue has a long tradition of involving students in Student Council. This group of diverse students develop service learning opportunities for our community. Because of their leadership, we have hosted food and used book drives. This also included a collection for the hurricane victims in the Philippines.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Illinois Standards Achievement Test (ISAT)

**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 plus (+) %Exceeds   | 73        | 97        | 76        | 94        | 97        |
| %Meets   | 49        | 44        | 14        | 50        | 50        |
| Number of students tested  | 33        | 32        | 22        | 32        | 28        |
| Percent of total students tested   | 97        | 97        | 92        | 100       | 100       |
| Number of students tested with alternative assessment                        | 1         | 1         | 2         | 0         | 0         |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 47        | 100       | 0         | 0         | 0         |
| %Meets   | 39        | 38        | 0         | 0         | 0         |
| Number of students tested  | 13        | 12        | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 80        | 0         |
| %Meets   | 0         | 0         | 0         | 70        | 0         |
| Number of students tested  | 0         | 0         | 0         | 10        | 0         |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

|  |    |     |    |     |    |
|--|----|-----|----|-----|----|
| <b>7. American Indian or Alaska Native Students</b>          |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>9. White Students</b>                                     |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     | 82 | 100 | 89 | 100 | 96 |
| %Meets   | 52 | 38  | 18 | 38  | 46 |
| Number of students tested                                    | 27 | 21  | 17 | 21  | 22 |
| <b>10. Two or More Races identified Students</b>             |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>11. Other 1: Other 1</b>                                  |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>12. Other 2: Other 2</b>                                  |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>13. Other 3: Other 3</b>                                  |    |     |    |     |    |
| %Meets plus (+) %Exceeds                                     |    |     |    |     |    |
| %Meets   |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |

**NOTES:** On average, our five year data trend shows that 87.4% of third graders fell in the Meets and Exceeds categories. This average includes the years when we had enough students in FRL and Hispanic sub groups and reported their specific ISAT data.

Please note, the students who were tested alternatively is less than a full percent and cannot be typed into this application using a decimal. Thank you for your understanding.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Illinois Standards Achievement Test (ISAT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 88        | 96        | 96        | 96        | 100       |
| %Meets   | 67        | 44        | 53        | 57        | 72        |
| Number of students tested  | 33        | 25        | 30        | 28        | 25        |
| Percent of total students tested   | 94        | 93        | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 2         | 2         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 76        | 0         | 0         | 0         | 0         |
| %Meets   | 63        | 0         | 0         | 0         | 0         |
| Number of students tested  | 16        | 0         | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 70        | 0         | 0         | 0         | 0         |
| %Meets   | 60        | 0         | 0         | 0         | 0         |
| Number of students tested  | 10        | 0         | 0         | 0         | 0         |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |     |    |     |    |     |
|--|-----|----|-----|----|-----|
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     |     |    |     |    |     |
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>9. White Students</b>                                     |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     | 100 | 96 | 100 | 95 | 100 |
| %Meets   | 69  | 44 | 48  | 59 | 74  |
| Number of students tested                                    | 19  | 18 | 21  | 22 | 19  |
| <b>10. Two or More Races identified Students</b>             |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     |     |    |     |    |     |
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>11. Other 1: Other 1</b>                                  |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     |     |    |     |    |     |
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>12. Other 2: Other 2</b>                                  |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     |     |    |     |    |     |
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>13. Other 3: Other 3</b>                                  |     |    |     |    |     |
| %Meets plus (+) %Exceeds                                     |     |    |     |    |     |
| %Meets   |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |

**NOTES:** On average, our five year data trend shows that 96% of our 4th graders are in the Meets/Exceeds categories.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Illinois Standards Achievement Test (ISAT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 80        | 93        | 100       | 89        | 86        |
| %Meets   | 57        | 60        | 69        | 63        | 59        |
| Number of students tested  | 30        | 30        | 32        | 27        | 34        |
| Percent of total students tested   | 97        | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 1         | 0         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 0         | 77        |
| %Meets   | 0         | 0         | 0         | 0         | 77        |
| Number of students tested  | 0         | 0         | 0         | 0         | 13        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |    |    |     |    |    |
|--|----|----|-----|----|----|
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>9. White Students</b>                                     |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     | 80 | 96 | 100 | 95 | 89 |
| %Meets   | 50 | 55 | 64  | 68 | 47 |
| Number of students tested                                    | 20 | 22 | 22  | 19 | 19 |
| <b>10. Two or More Races identified Students</b>             |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |

**NOTES:** On average, our 5 year data trend show that 90% of our 5th grade students are in the Meets/Exceeds categories.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 6  
**Publisher:** Pearson Education

**Test:** Illinois Standards of Achievement  
**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 plus (+) %Exceeds   | 83        | 85        | 89        | 97        | 86        |
| %Meets   | 52        | 53        | 58        | 47        | 57        |
| Number of students tested  | 29        | 34        | 26        | 34        | 21        |
| 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                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 85        | 0         | 0         | 0         |
| %Meets   | 0         | 67        | 0         | 0         | 0         |
| Number of students tested  | 0         | 12        | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 100       | 0         |
| %Meets   | 0         | 0         | 0         | 90        | 0         |
| Number of students tested  | 0         | 0         | 0         | 10        | 0         |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |

|  |    |    |     |    |    |
|--|----|----|-----|----|----|
| Number of students tested                                    |    |    |     |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>9. White Students</b>                                     |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     | 80 | 91 | 100 | 95 | 89 |
| %Meets   | 50 | 55 | 64  | 68 | 47 |
| Number of students tested                                    | 21 | 21 | 18  | 18 | 15 |
| <b>10. Two or More Races identified Students</b>             |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |

**NOTES:** On average, our five year data trend shows 88% of our 6th graders are in the Meets/Exceeds categories.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Illinois Standards Achievement (ISAT)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 79        | 94        | 78        | 94        | 86        |
| %Meets   | 58        | 44        | 32        | 53        | 57        |
| Number of students tested  | 33        | 32        | 22        | 32        | 28        |
| Percent of total students tested   | 97        | 100       | 92        | 100       | 100       |
| Number of students tested with alternative assessment                        | 1         | 1         | 2         | 0         | 0         |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 61        | 92        | 0         | 0         | 0         |
| %Meets   | 46        | 59        | 0         | 0         | 0         |
| Number of students tested  | 13        | 12        | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 80        | 0         |
| %Meets   | 0         | 0         | 0         | 70        | 0         |
| Number of students tested  | 0         | 0         | 0         | 10        | 0         |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     | 86 | 86 | 84 | 94 | 93 |
| %Meets   | 48 | 48 | 56 | 22 | 60 |
| Number of students tested                                    | 21 | 21 | 16 | 18 | 15 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** Over the 5 year trend, on average 86.2% of our third graders fell in the Meets/Exceed categories. This average included the years when we had enough students to report out FRL and Hispanic sub group scores.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Illinois Standards Achievement Test (ISAT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 80        | 92        | 97        | 86        | 84        |
| %Meets   | 65        | 36        | 21        | 55        | 56        |
| Number of students tested  | 34        | 25        | 29        | 29        | 25        |
| Percent of total students tested   | 93        | 94        | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 2         | 2         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 65        | 0         | 0         | 0         | 0         |
| %Meets   | 53        | 0         | 0         | 0         | 0         |
| Number of students tested  | 17        | 0         | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 80        | 0         | 0         | 0         | 0         |
| %Meets   | 70        | 0         | 0         | 0         | 0         |
| Number of students tested  | 10        | 0         | 0         | 0         | 0         |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |    |    |     |    |    |
|--|----|----|-----|----|----|
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>9. White Students</b>                                     |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     | 80 | 94 | 100 | 87 | 84 |
| %Meets   | 70 | 33 | 30  | 55 | 63 |
| Number of students tested                                    | 20 | 18 | 20  | 22 | 19 |
| <b>10. Two or More Races identified Students</b>             |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |     |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |     |    |    |
| %Meets   |    |    |     |    |    |
| Number of students tested                                    |    |    |     |    |    |

**NOTES:** On average, our five year data trend shows that 90% of our 4th graders are in the Meet/Exceed categories.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Illinois Standards Achievement Test(ISAT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 87        | 87        | 91        | 84        | 88        |
| %Meets   | 57        | 30        | 47        | 42        | 38        |
| Number of students tested  | 30        | 30        | 32        | 26        | 34        |
| Percent of total students tested   | 1         | 0         | 0         | 0         | 0         |
| Number of students tested with alternative assessment                        | 97        | 100       | 100       | 100       | 100       |
| % of students tested with alternative assessment                             |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 0         | 85        |
| %Meets   | 0         | 0         | 0         | 0         | 62        |
| Number of students tested  | 0         | 0         | 0         | 0         | 13        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     | 90 | 96 | 91 | 90 | 89 |
| %Meets   | 55 | 32 | 41 | 57 | 26 |
| Number of students tested                                    | 20 | 22 | 32 | 18 | 19 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** On average, our five year data trend shows that 87% of our 5th graders are in the Meets/Exceeds categories.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Illinois Standards Achievement Test (ISAT)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pearson Education

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 80        | 88        | 88        | 85        | 86        |
| %Meets   | 47        | 53        | 46        | 53        | 57        |
| Number of students tested  | 30        | 34        | 26        | 34        | 21        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 83        | 0         | 0         | 0         |
| %Meets   | 0         | 58        | 0         | 0         | 0         |
| Number of students tested  | 0         | 12        | 0         | 0         | 0         |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| %Meets plus (+) %Exceeds   | 0         | 0         | 0         | 0         | 70        |
| %Meets   | 0         | 0         | 0         | 0         | 70        |
| Number of students tested  | 0         | 0         | 0         | 0         | 10        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |
| %Meets   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| %Meets plus (+) %Exceeds   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     | 87 | 86 | 83 | 89 | 93 |
| %Meets   | 46 | 48 | 50 | 50 | 60 |
| Number of students tested                                    | 22 | 21 | 18 | 18 | 15 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| %Meets plus (+) %Exceeds                                     |    |    |    |    |    |
| %Meets   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** On average, our five year data trend shows that 85% of our 6th graders are in the Meets/Exceeds categories. This includes the year where we had 12 students in the FRL sub group. 86% of that sub group was in the Meets/Exceeds categories.