

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Elizabeth Webb Peterman

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

Official School Name Spring Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 1001 South Spring Avenue

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

City LaGrange State IL Zip Code+4 (9 digits total) 60525-2760

County Cook County State School Code Number* check ISAT book

Telephone 708-482-2710 Fax 708-482-2727

Web site/URL http://www.d105.net E-mail ewebb@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*Mr. Glenn Schlichting E-mail: gschlichting@d105.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name La Grange Sd 105 South Tel. 708-482-2700

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. David 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

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 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	18	4	22
K	14	21	35
1	28	19	47
2	24	27	51
3	35	21	56
4	29	23	52
5	24	19	43
6	28	19	47
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	200	153	353

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 5 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	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	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	346
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2%
4 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Japanese and Spanish
8. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 18

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: 8 %
29 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.

- | | |
|-------------------------|---|
| 6 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 10 Specific Learning Disability |
| 1 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 5 Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

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

PART III – SUMMARY

The mission of Spring Avenue School is to empower students to pursue their interests, talents and dreams.

At Spring Avenue, we celebrate and embrace the power of the whole child. We believe in supporting and nurturing students as we empower them to achieve their highest potential in every area. We focus on the academic intelligence, as well as their physical health and their social-emotional well-being. To do this, we work with a focus on our vision, a deep care and concern for each child and family, and we reach above and beyond to collaborate and learn together.

In 2006, Spring Avenue was recognized as the #1 school in the Chicago-land area. (For this process, they had “crunched data for over 1700 schools, evaluating everything from class size to standardized tests and picked the 115 best,” Chicago Magazine, 2006.)

Spring Avenue's Vision Statement:

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

To make this vision come to life, we target four goal areas for our school improvement plan (SIP) to support our culture, instruction, and progress with the student at the heart of all our decisions.

1- All students will demonstrate continuous growth and achieve college and career readiness standards.

At Spring Avenue, our students achieve at very high rates and our community provides them with the resources to come to school ready to learn. (82% of our students achieve at or above the 50th percentile on our Measures of Academic Progress- NWEA MAP tests.)

Our staff focuses on the goal of academic progress for each child. Our professional development is centered around how to help each child progress at the expected rate of improvement, or beyond. Using Webb's Depth of Knowledge, we are able to scaffold our instruction to challenge students appropriately. (Nationally, we are ranked in the top 10% for students making their expected progress on the MAP tests from fall to spring.)

Spring Avenue School was recognized by the State of Illinois for the sixth consecutive year and received the Illinois "Academic Excellence Award."

In 2009, through a systems assessment, based on the Baldrige Model, we were rated by CEC (Consortium of Educational Change) as a high performing school in the areas of collaboration, learning and results. This systems analysis included data review, parent, student and staff interviews, as well as observations in the classrooms. The feedback provided our staff with specific goals. Marzano's Strategies have now come to life on a daily basis, including setting learning goals with students. Our school will participate in another systems analysis in FY15 to help us grow and maintain high expectations.

2-All students will attend school in a safe, supportive and healthy learning environment.

District 105 is committed to ensuring that all Spring 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. We utilize RC through Move it Monday, Morning Meetings, Think it Thursday and whole school meetings every morning to kick off the day.

On the surveys, 95-98% of our students, parents and staff share that they feel safe and supported in our school. In response to details on our surveys, we updated necessary equipment and facilities, including a student designed, parent supported playground and vegetable garden.

3-District 105 will enhance learning partnerships by connecting schools, families and communities.

According to the parent survey, 90% of our parents feel they are welcome and that their ideas are included. Parents are involved in several learning events including Ellis Island, Poetry Corners, Art Awareness, and Mystery Reader. Our PTO supports our school's goals by providing volunteers for family events, running After 3 Programs, and attending Parent Universities to learn and stay connected.

4-We will recruit, retain and develop a high quality, collaborative staff.

Spring Avenue has increased our student population by 100 students over the last eight years. This growth has been exciting and challenging, and the teachers we hire are experienced, committed and passionate about their positions. This is confirmed by surveys and the evaluation process. Our state approved mentoring program helps retain these quality teachers. Surveys confirm teachers' desire to stay at our school. (98% of all staff report that they wish to stay at Spring Avenue).

There are 3 National Board Certified Teachers at Spring Avenue. Over 95% of the teachers have, or are working on, their advanced degrees. All staff members attend Professional Development; four have presented at seminars.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) A strong school performance on both the Illinois Standards of Achievement Tests (ISAT) and the Measures of Academic Progress (MAP) is representative of the high expectations set at Spring Avenue School. These assessments measure a student's progress and achievement levels, or mastery of grade level standards. Students taking the ISAT can score anywhere from academic warning, below standards, meets standards or exceeds standards. This information helps identify the strengths and weaknesses of students, schools and districts. Historically, Spring Avenue School students score in the top 10% of the state. In the meets and exceeds category, we average in the 92% range. Our teachers set high expectations of achievement and progress in all areas for all students. We will continue to strive for 90% of our students to achieve at the meets or exceeds levels.

In addition, we measure our students' progress annually from the fall to the spring, bench-marking three times a year. Using the MAP assessment, we are able to analyze students' areas of strengths and needs, formulate instructional groupings and determine classroom and student goals. We strive to rank in the top 10% of the nation with the MAP assessment on our progress measurements from fall to spring. Thus far, we have accomplished these goals.

b) The five year data trend for 2009-2012 ISAT tests consistently shows that our students continue to perform at or above an average of 92% for meets and exceeds in both reading and math. In 2013, Spring Avenue School averaged 89% of our students meeting and exceeding on the ISAT in both reading and mathematics. We analyze our data carefully and examine trends and dips or peaks, as needed. In response to this analysis, we were able to regroup students in a different way, as we focus on the common core skills with improved implementation.

The 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' scores on the 2013 ISAT as compared to previous years. To illustrate this shift, the results from the 2012 ISAT showed 87 percent of District 105 students met or exceeded standards in combined reading and math. Under the new, more rigorous scoring, 65 percent of our students met or exceeded standards on the 2013 ISAT. These new performance expectations brought the 2013 ISAT student results in line with those typically seen on the more rigorous MAP assessment that District 105 has given its students over the last 7 years. It is important to note that these new expectations do not mean that our students know less than they did before, or are less capable than they were in previous years. Instead, the Illinois State Board of Education is simply expecting more students going forward to demonstrate progress toward college and career readiness standards.

At Spring Avenue, our change in results due to the new assessment expectations of the state of Illinois for 2013 was not as drastic as those of the overall district. Instead, we discovered some areas we needed to improve and we were able to concentrate our efforts in the lower grades for reading and math skills. This was most evident in grades 3 and 4, where the number of students who met and exceeded in 2012 in these two grades was closer to 95% and down to almost to 80% in 2013. In addition, these two grades showed a drop in math, from 97% to 83%. As a team, we analyzed the data and concentrated our efforts in preparing our instruction to better align with the standards being addressed by the tests. We hope to see these efforts reflected in our 2014 scores for grades 3 and 4 in both reading and math. Our 5th and 6th grade scores did decrease slightly on average, but was only 4 percentage points lower in both reading and math for 5th grade and 1 percentage point lower in math in 6th grade, and actually increased in reading from 95 to 98% in 2013. For these grades, we are continuing our efforts to increase rigor and problem solving approaches.

In addition to the formal, standardized tests (ISAT and MAP), we use formative and summative assessments, as well as observation and anecdotal records for addressing the needs of the students. In this

way, we are able to respond quickly and effectively to their needs on a regular basis, providing them with flex grouping to address specific skills and one-on-one instruction to support or enrich, as needed.

2. Using Assessment Results:

Spring Avenue School uses data from standardized tests including MAP and ISAT, report card information, classroom observations, developmental continuum, and individual classroom assessments. Each piece of data is used to help determine the needs and strengths of Spring Avenue students and evaluate strengths and weaknesses both as a whole class, or grade, and as an individual. These pieces add to the viability of our curriculum because teachers, with the assistance of specialists and administration, analyze the data for the strengths and weaknesses and use that information to alter their teaching to maximize the impact of the curricula. In addition, all of these pieces of data are used regularly to determine student learning over time and help inform our instructional focus throughout the year. Three times a year, a team of specialists and grade levels gather to analyze this data in a formal Data Day setting. Each grade level discusses their data and celebrates achievements and brainstorms ways to meet challenges. This has proven to be an amazing resource for both classroom teachers and specialists because they are all in the same room, working towards the same goal-making Spring Avenue School better.

School District 105 and Spring Avenue works closely with the Consortium of Educational Change (CEC) to use a continuous improvement cycle to monitor our student data, set SMART goals and action plans, while monitoring achievement and progress throughout the year. To complete this work, a 2013-2014 building leadership team was created, consisting of classroom teachers who have been trained on the systems analysis process through CEC. Their goal is to lead the process, evaluating the successes and modifying as needed, using the information about collaboration, learning and results from the CEC training.

Our community is integral to our success at Spring Avenue. We believe that our policy of keeping our community and staff involved with our continuing improvement process by informing them every step of the way has created a very strong parental support system for our students and our staff. We communicate through various ways, including: newsletters, report cards, progress reports, parent letters, weekly link, and RC checklists. In addition, we are committed to being transparent and post our data reports on our websites in the form of a dashboard to be shared with all stakeholders. The administrators share our success stories and action plans at monthly PTO meetings and with our district administrators, as well. Through our PTO presentations, parent universities, training for parents, and monthly parent collaboration meetings, we have committed to the partnership of learning together.

3. Sharing Lessons Learned:

District 105 values professional learning communities and supports collaboration among all staff. Certified Staff members join together throughout the year for collaboration, focusing on CCSS and student assessment to ensure that we are providing the same rich curriculum and instruction for students across the district. Teachers are encouraged to attend training to improve their instruction and knowledge. Upon their return, they are expected to train or share with colleagues within the district or outside of the district.

One association that has helped us tremendously and also given us a chance to share our knowledge is the CEC. Through this organization, we have sent teams out to help other schools evaluate their own progress towards a goal of a being a vibrant and effective school system. These teams not only help the other schools, but also return to our district better able to evaluate our own school's journey toward this same goal.

We have our share of experts at Spring Avenue, and they have provided PD to other schools and at regional and national conferences. Our librarian spoke at a conference about the success of our summer library program. Our sixth grade National Board Certified teacher spoke at a regional technology conference, organized a "Share Your Tech" event at the ICE conference and has applied to attend a National Summer Institute about technology in the classroom. Our principal has provided writing consultation and seminars throughout the suburbs over the last ten years. In addition, our Reading Teachers have presented techniques for improvement towards balanced literacy and differentiation for the many levels within the classrooms.

The Gifted Coordinator has provided Professional Development for staff about the differences between giftedness and high achievers and how to meet these different needs for our students. This year, our K-4 Math Specialist planned and presented in all the elementary buildings to share ideas that would enhance the math instruction for teachers to understand the Common Core instructional shifts.

Our Social Workers have given presentations to the community about Bullying, to help parents and teachers learn ways to support social-emotional concerns in the schools.

All staff steps up to the plate when the requests are polled about what is needed from our community. From sessions about stress and anxiety in our children, to helping with homework and how to support our early readers, teachers are eager to share their knowledge with the parents at our Parent Universities.

4. Engaging Families and Community:

As part of our #1 School award from the Chicago Magazine, we were spotlighted for "Parent Power." We embrace this on a daily basis. Our parents are known to supervise the running club, teach at the After 3 classes, facilitate the Field Day centers, provide pizza on Fun Lunch days, run the Book Fair and organize the Fun Fair. Our Math and Science nights are hosted by our PTO, and are open to all schools. The community attends en masse.

The most unique and supportive program that our PTO organizes is the After 3 program. During the months of December through March, students attend classes that are taught by parents or teachers after the regular school day is out. We have an 83 year old grandmother who teaches students the art of cooking through a class called "Dough with Della." Some students have been attending this class for all of their seven years at Spring Avenue, a very cherished memory for them. Other examples include teachers and parents who run a yoga club, math club, chess club and knitting class during this After 3 program.

Each year our PTO also sponsors an author visit. Our librarian works collaboratively with a small committee to secure a local or nationally known author to visit. When Ralph Fletcher visited, we invited parents and teachers to have lunch with Mr. Fletcher. We asked him about motivating boy writers. This was inspiring to all teachers and parents as we realized that together, we could create strong writers of all our children.

Our Illinois 5 Essentials rating for Involved Families was VERY STRONG with a score of 98. We are very proud of the efforts of the community, our staff and entire student body in keeping this as a priority for the success of our school. We realize on a daily basis that our families and their high involvement help keep the goals of the school focused on students and their overall progress as individuals who are preparing for the future.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

D105 is committed to the Common Core State Standards (CCSS) and aligning our curriculum and instruction 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 D105 students will be better prepared to meet the demands of college and/or the work place in the 21st century. Specific focus is spent on formative assessments and grouping students, according to individual needs for sets of skills in each of the curricula areas.

To maintain a focus on our learning standard and goal: All students will demonstrate continuous growth and achieve college and career readiness standards, we had to encourage our staff to commit to these new standards and levels of rigor and then accept the changes that were necessary to implement these new standards.

To ensure our staff was prepared for the CCSS instructional shifts we provided time, resources, and support for each curriculum committee to meet and create instructional blueprints for the 2013 school year. Over the summer, every teacher in the school district participated in the renewal of our blueprints focusing on the CCSS in one curricular area or another. Throughout the year, the Teacher Academies have been the continuation of this renewal process. Teacher attendance, participation and ownership remain at a high level.

The following, are the highlights for each area:

ELA: By integrating a Balanced Literacy model, increasing writing instruction and expectations across the curriculum, and reorganizing leveled reading materials for guided groups we are able to fully support these new standards. Teachers are able to help students increase and diversify the level of thinking, thus creating broader thinking skills for literacy because they are utilizing Webb's Depth of Knowledge to create and analyze questions and answers. Because our higher achievers have surpassed the grade level expectations, teachers have to focus on helping them to deepen their comprehension and expand their ability to articulate the full depth of their understanding.

Math: Training and attention has been given to the pedagogical shifts demanded by CCSS which are Focus, Coherence, Fluency, Deep Understanding, Application, and Dual Intensity. Reflect on our guided model in Literacy to help teachers implement guided math practices and continuing our quest in answering why processes work and providing evidence for conclusions. Our Math Specialist provides coaching experiences to expand our knowledge on performance tasks and creating open ended questions. Students are asked "Why?" "How?" and "What should you do to fix this?" as they grow as mathematicians.

Science: We have worked to increase teacher knowledge on Next Generation Standards and integrate ELA and Science due to the focus of non-fiction in the CCSS. We also support the varied abilities of readers by using leveled non-fiction materials and we have upgraded our nonfiction libraries.

Social Studies: 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. We also focus on the reading CCSS that integrate strongly with social studies.

Fine Arts: Music and Art teachers are increasing their technology use which provides higher engagement and interest levels. Teachers use the Illinois state standards and align curriculum to educate. They are resourceful in purchasing equipment and materials that will include all levels of learners.

Technology: Teachers utilize technology throughout the curricula to help students express and expand their ideas and individuality. This technology takes many forms but the instruction is always based on the

learning standard, not the technology, as the technology is used as a tool to further their learning, not an end.

Physical Education/Health/Nutrition: Elementary PE teachers are collaborating to develop units that create consistency across the district. PE teachers are using Fitness Gram to monitor students' progress. Students are also setting goals using their Fitness Gram data.

2. Reading/English:

Spring Avenue is using a balanced literacy model to address the needs of all our learners. Due to the fact that this model is researched based we know it will provide us with the tools and data we need to support a wide range of students' 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 our 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, there is a gradual release of responsibility over time as the student becomes more independent. The role of the teacher is to model, guide, and coach before students are asked to work independently. Finally, the balanced literacy framework provides teachers with the foundation for integrating instruction that will support the goals of the common core state standards.

We are able to use assessments to determine which students are performing below grade level, at grade level and above grade level. For students reading below grade level, we use the RTI process to address their needs. We use researched based interventions to help close the reading gap. Students receive an “extra dose” of reading instruction. This extra reading instruction is administered outside of the students’ classroom reading instruction. Through progress monitoring, we are able to see how these students are responding to the intervention(s). As students close the gap, we are able to slowly withdraw the intervention. If students are not responding to the intervention, we will find a different intervention to address their needs.

For those students who are achieving above grade level, we provide them with enrichment opportunities through small groups, differentiated work, interest-based projects, research activities, higher level Lexile novels, literacy conversations with buddies, one-on-one conferences with adults, and reading response journals. Eventually, students are able to design their own challenging questions, based on Webb’s Depth of Knowledge. Students are taught how to run their own conversations, explore the various literacy goals and go beyond the expectations. In addition, students are shown how to set reading goals including exploring more genres, increasing reading stamina, responding to literature, or conducting a lesson. These enrichment goals are expected at all grade levels, K-6.

3. Mathematics:

For improved instruction, Spring Avenue teachers are focusing 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

Given the new environment that CCSS has provided, we have worked diligently to make sure that our instruction and our curriculum are not only challenging each and every one of our students and are aligned with the Common Core Standards, but are also creating opportunities for children to problem solve and have meaningful conversations about mathematics. There are many ways in which we attempt to accomplish this momentous task.

To determine our students' needs, we use many measures. In the classroom there are both formative and summative assessments, from exit slips to hand gestures to lengthy pretests, which help to determine groupings, to the end of unit tests, which evaluate each student's understanding of that unit. Teachers also use the NWEA MAP data to help to define strengths and weaknesses both as a whole and as individuals and then use the Descartes to ensure accurate coverage of the material.

To best meet our students' needs, use of our resources vary depending on the teachers' and the students' needs and are always focused on utilizing the eight mathematical practices recommended by the CCSS. MAP data is also used by teachers to analyze the instruction, depth, successes and areas of improvement. In addition we have set a strong focus on enabling higher level discussions within the mathematics classroom to extend and further define concepts and processes. To this end, we have a math specialist for grades K-4 who works specifically with teachers to facilitate best instructional practices to better meet mathematics needs for all students. In addition, our math specialist helps to identify and enrich students in the K-4 grades that have exceptional math abilities by working closely with the teachers to create an atmosphere where they will continue to thrive.

4. Additional Curriculum Area:

The mission of Spring Avenue School is to empower students to pursue their interests, talents and dreams. Our commitment to support each child as they achieve these dreams is accomplished, in a large part, with the use of technology. Teachers are becoming completely adept in using technology on a daily basis, sometimes all day long and in each curricular area.

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 student use. Every classroom, including the library learning center, has a Promethean interactive board and projector. Spring Avenue grade level teachers have Elmo document cameras to share, as well as video and other photography equipment used for students' presentation systems. We have a wonderful assortment of software and subscription options for our teachers to use and integrate into their lessons to enhance student engagement.

Using modern technology, students can express themselves visually and aurally. For example, when making videos on Animoto, students have to decide which music and background to choose and why it fits the theme of the story, and then they have to defend their reasoning. In addition, students are learning to use different modes of expression, taking what they learn from one type of application to another. For example, knowing how to do PowerPoint and then using that to help them create Prezi. Our students use many technological tools to express their ideas by making Power Points, recording and editing spoken word, creating videos, using digital photography, compiling and editing class newspapers; they are also utilizing many Web 2.0 tools to present their ideas, such as Blabberize, Prezi, Animoto and Tagxedo.

We embrace the idea that these forms of technology support our children in a deeper learning process and that they are able to solve problems and issues as they explore the larger world around them. Helping students research and compare information that they will have to use to make decisions, solve problems and function in a college and career ready capacity is invigorating for all.

b) Our Preschool Program is a part of our school and one that we have been able to grow to understand as these young learners explore their surroundings, build friendships, and increase their independence. For our preschool program, we use a research based program called Creative Curriculum, and align our lessons to the Kindergarten Common Core Standards in math and literacy. We also follow the new Early Learning Developmental Standards that were developed and are on the ISBE website, which cover the 8 learning

domains for early learners. In addition, to learn more about these young students, we use an online assessment tool called Teaching Strategies Gold. This tool shows the growth and progress that students make throughout the year. Teaching Strategies GOLD is based on research-based objectives that fall within the domains of learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, and English Language Acquisition. These objectives are predictors of school success and are aligned with the Common Core State Standards and Illinois State Early Learning Standards. These objectives help teachers focus on what matters most for children's success. Teaching Strategies GOLD can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. With Teaching Strategies GOLD online, teachers can:

- gather and organize meaningful data, including online portfolios where children's work can be stored,
- scaffold each child's learning,
- determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age,
- recognize children who might benefit from further evaluation, and
- generate reports that can be shared with families.

The Preschool and Kindergarten teams are meeting this year to ensure better transition for our students into kindergarten. We are striving to ensure the students are kindergarten ready! As a district, we are trying to be more consistent within the preschool program and the individual kindergarten classrooms in determining if our students are kindergarten ready when they leave the district preschool programs. We are developing an assessment in the areas of social emotional development and academic readiness in math and literacy. This assessment will be given at the end of preschool and the beginning of kindergarten to check the status and areas of need. This way we will be able to determine if the child is kindergarten ready by meeting the same progress on the test as when he/she left pre-k. or if some regression has occurred over the summer.

Some indicators of program success are progress towards IEP goals, Early Childhood Outcomes, and the growth recorded in Creative Curriculum reports.

5. Instructional Methods:

In schools with strong Ambitious Instruction, classes must be challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct impact on student learning. True ambitious instruction is well-defined with clear expectations for student success, interactive, and encourages students to build and apply knowledge, well-paced, and aligned across grades.

As part of our School Improvement Plan (SIP), and in response to data and surveys, Spring Avenue decided to target rigor and engagement to improve instructional methods. In selecting these two goals, we determined our levels of understanding first, and then the process by which we intended to become more skilled in both of these areas.

In a book study format for professional development at Spring Avenue, teachers studied the book, *Rigor Made Easy*, by Barbara Blackburn. They learned and own the statement, "Having high expectations starts with the recognition that every student possesses the potential to be his or her best, no matter what" (*Rigor Made Easy*, p. 9). There is an emphasis on higher-level questioning, open-ended questions and more thoughtful consideration as to how teachers should respond to student questions. By scaffolding strategies, teachers consider such items as asking guiding questions, chunking information, writing standards as questions for students to consider, and providing organization tools to support all students.

By using the Charlotte Danielson model for self, peer and formal evaluations processes, we have been able to more accurately define what true engagement looks and sounds like in the classroom. For example, from Charlotte Danielson's model, (*Enhancing Professional Practice*) teachers have implemented ways to help students take initiative to influence the formation of instructional groups and initiate the choice or creation

of materials to enhance their learning.

As part of this process, teachers observe one another as they implement these practices and share feedback with one another about their levels of success in doing so. Open discussions are based on the teachers' true desire to improve, thus providing students with the ambitious instruction they deserve.

Last year, as part of the 5Essential Survey results, Spring Avenue was rated as **STRONG** in the area of Ambitious Instruction, with a score of 72. Our goal is to improve this rating even more as our SIP is centered around improving instructional methods for our students' success.

6. Professional Development:

Professional development happens at three important levels: district wide, building wide, and at the grade level. Certified and non-certified staff have the opportunities to receive professional development and training. This training or learning is developed by the Principal Team, Student Services Director, ELL Coordinator, Director of Curriculum, Technology Team, and District Specialists.

At the District level, teachers have the opportunity to take part in ongoing teacher academies that are facilitated by outside consultants or the District Curriculum Director. These have included STEM, Science, ELA, Math, and training on best ways to utilize student data (NWEA tools). In addition, a core group of teachers and administrators have been trained at the district level in the Common Core State Standards (CCSS), by the Common Core Institute. Doing this train the trainer model, we are able to participate in a high level of discussion in a smaller, manageable group, and then design professional development for our staffs. This model has been extremely well received and staff members share their confidence in learning the expected information to advance in CCSS.

As part of our School Improvement Plan (SIP), and in response to data and surveys, Spring Avenue decided to target rigor and engagement to improve instructional methods. In selecting these two goals, we determined our levels of understanding first, and then the process by which we intended to become more skilled in both of these areas. Our school based professional development also consists of book studies, research, and discussion around the Charlotte Danielson model. These resources have provided us with a rich and useful process to implement peer observations, walk-throughs and increased accountability. Our discussions during SIP meetings are centered around increasing our knowledge and moving students forward. In addition, we have had several trainings about Bloom's Taxonomy and Webb's depth of knowledge. Teachers explore the integration of these higher level thinking tools.

Grade Level Professional Development includes plan time, data review, consultation with support staff to focus on the individual child's needs, and review of the district goals and initiatives. This collaboration helps to support teachers' efforts and provides a district perspective. Teachers focus on the blue prints from the summer work and begin discussing necessary adjustments and extensions for the standards.

According to our 5Essentials Survey, Spring Avenue was rated as **VERY STRONG**, with a score of 89- professional development is rigorous and focused on student learning.

7. School Leadership

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectful relationships, support professional advancement for faculty and staff, and manage resources for sustained program improvement.

During our SMART GOALS academy, we were encouraged to build a Building Leadership Team (BLT) that would specifically address our SIP and develop methods to create necessary change and focus towards our vision. This team consists of veteran and new teachers, a physical education teacher, resource teachers

and administrators, for a group of 12 members. Each member has been trained by the CEC, to help other systems as they evaluated collaboration, results and learning. Spring Avenue staff feels that we are on the right path to building and maintaining strong leaders throughout. Because our BLT is learning together about authentic and meaningful goals, we believe we are able to influence all teachers in a way that will provide support and encouragement, and empower them to grow with confidence. To do this, the BLT began work on evidence based goals that could align with our purpose. In asking the questions critical to a Professional Learning Community: (What do we want the children to know? How will we know if they know it? What will we do if they know it? What will we do if they don't know it?), we are able to focus on data that can be measured, attainable and timely. We combine our knowledge and research to develop new strategies for improving what we are doing with the goal of moving all students forward.

The most powerful component of this BLT was the purposeful intention of designing SMART Goals and helping students begin to design their own SMART Goals. The implication of having students design, maintain and measure their goals has been inspiring and very rewarding.

We believe the core group of leaders is just the hub of our leadership plan. Each teacher owns and embraces the desire to set goals and help students set goals, thus becoming a leader. Each student is learning how to set goals and manage their own learning, thus becoming a leader in their journey of learning.

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 Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus(+) % Exceeds	80	95	97	98	91
% Meets	55	41	17	30	51
Number of students tested	49	46	46	44	43
Percent of total students tested	100	100	98	100	98
Number of students tested with alternative assessment	0	0	1	0	1
% of students tested with alternative assessment	0	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0

7. American Indian or Alaska Native Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus(+) % Exceeds	81	94	97	100	93
% Meets	58	36	11	36	50
Number of students tested	40	36	36	36	40
10. Two or More Races identified Students					
% Meets plus(+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus(+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus(+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus(+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	86	100	96	98	91
% Meets	63	33	40	64	58
Number of students tested	43	45	45	44	33
Percent of total students tested	100	98	100	98	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested		0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	89	100	97	95	96
% Meets	60	33	43	60	31
Number of students tested	35	36	35	40	26
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	96	100	96	94	100
% Meets	39	43	64	52	63
Number of students tested	44	44	44	33	38
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	94	100	95	100	100
% Meets	36	41	62	52	58
Number of students tested	36	34	39	27	33
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

STATE CRITERION--REFERENCED TESTS

Subject: Math

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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	94	93	92	100	98
% Meets	54	39	30	46	40
Number of students tested	43	41	37	39	38
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	94	95	96	100	100
% Meets	61	38	33	44	42
Number of students tested	33	37	30	34	33
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Illinois Standards Achievement Test (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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	93	91	95	93	91
% Meets	48	49	41	41	49
Number of students tested	48	45	46	44	43
Percent of total students tested	100	100	98	100	98
Number of students tested with alternative assessment	0	0	1	0	1
% of students tested with alternative assessment	0	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	86	95	97	94	95
% Meets	48	49	44	44	50
Number of students tested	40	35	36	36	40
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	79	98	96	91	95
% Meets	51	29	36	32	49
Number of students tested	43	45	45	44	33
Percent of total students tested	100	98	100	98	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	82	98	94	95	100
% Meets	51	25	34	30	54
Number of students tested	35	36	35	40	26
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	94	98	94	94	100
% Meets	30	27	23	39	40
Number of students tested	44	44	44	33	38
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	95	98	92	100	100
% Meets	28	27	18	41	36
Number of students tested	36	34	39	27	33
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.

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
SCHOOL SCORES*					
% Meets plus (+) % Exceeds	98	95	95	100	98
% Meets	49	32	46	36	45
Number of students tested	43	41	37	39	38
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Meets plus (+) % Exceeds	0	0	0	0	
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Meets plus (+) % Exceeds	0	0	0	0	0

% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Meets plus (+) % Exceeds	98	94	100	100	100
% Meets	52	24	47	32	42
Number of students tested	33	37	30	34	33
10. Two or More Races identified Students					
% Meets plus (+) % Exceeds	0	0	0	0	0
% Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
12. Other 2: Other 2					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					
13. Other 3: Other 3					
% Meets plus (+) % Exceeds					
% Meets					
Number of students tested					

NOTES: The students not shown in total number of students tested in the white subgroup are spread out in the other subgroups, too few to put into one other subgroup.