

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

Name of Principal Mr. Chad D. Allison

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

Official School Name Belle Valley Elementary School - North

(As it should appear in the official records)

School Mailing Address 100 Andora Drive

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

Belleville

City

IL

State

62221-4399

Zip Code+4 (9 digits total)

County St. Clair

School Code Number*

50-082-1190-2001

Telephone (618) 234-7750

Fax (618) 234-5938

Website/URL www.belleville.stclair.k12.il.us

E-mail callison@stclair.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Pamela S. Floit

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

District Name Belle Valley School District No. 119

Tel. (618) 234-7723

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Dr. Thomas Feder

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 High schools
 Other
 2 TOTAL
2. District Per Pupil Expenditure: \$6,519
 Average State Per Pupil Expenditure: \$8,482

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 4 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	26	20	46	7			
K	49	47	96	8			
1	40	48	88	9			
2	43	37	80	10			
3	50	65	115	11			
4	42	38	80	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							505

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>55</u> | % White |
| <u>42</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 31 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	98
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	63
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	161
(4)	Total number of students in the school as of October 1	513
(5)	Subtotal in row (3) divided by total in row (4)	0.314
(6)	Amount in row (5) multiplied by 100	31.4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 194

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %
86 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>56</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>7</u>	<u>9</u>
Total number	<u>43</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	95 %	95 %	95 %	96 %
Daily teacher attendance	96 %	95 %	95%	96%	96%
Teacher turnover rate	11 %	11 %	6 %	6 %	14 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Belle Valley Elementary School - North, a Pre-K through fourth grade public school, is located in Belleville, Illinois, a suburb of St. Louis, Missouri. The school currently serves 505 students from very diverse backgrounds. Belle Valley Elementary School – North is part of the Belle Valley School District No. 119. The district consists of two schools. Belle Valley Elementary School - South houses students in fifth through eighth grades with a current population of approximately 430 students. The Belle Valley School District area of attendance includes students from the middle class population of Belleville and students living below the poverty level. The makeup of the student population is 55% white, 42% black, and 2.5% Hispanic while the remaining .5% is composed of Asian/Pacific Islanders students. Forty-two percent of the students are eligible for free/reduced priced meals. The mobility rate at Belle Valley Elementary School - North was 31% during the 2003-2004 school year.

It is the mission of Belle Valley School District No. 119, in partnership with the community, to provide a student-centered learning environment in which all children achieve, and no dream is out of reach. The beliefs and values at Belle Valley Elementary School - North include building the six pillars of character in each one of our students: respect, responsibility, caring, fairness, trustworthiness, and citizenship. Belle Valley Elementary School - North has created a positive learning environment where students feel safe and behaviors not conducive to learning are not acceptable.

The Vision of Belle Valley School District 119 is that all students will become responsible, caring, and productive citizens in an environment where:

- students are challenged, empowered, and actively engaged in learning
- teachers are actively engaged in continued learning
- staff members interact with students and other adults with dignity and respect
- parents and the community share responsibility for student learning and are actively involved
- district leadership fosters trust
- board policy meets all legal and ethical requirements
- all resources are used in a fiscally responsible manner
- the district is adaptable and ever changing to meet the needs of a diverse and technologically advanced society

The staff of Belle Valley Elementary School - North is committed to being a professional learning community where student data is used to direct building level staff development and instructional improvement. We are committed to learning and growing together as a staff through ongoing book studies that focus on the most effective instructional practices and methods that promote an environment, which recognizes students' individual learning styles and the need for differentiated instruction.

Belle Valley Elementary School - North is a school that is truly succeeding. Our 2004 Illinois Standards of Achievement Test (ISAT) scores show that we are achieving success with our students in many areas. Our scores show that 89% of our white students are meeting or exceeding state standards in reading compared to the statewide average of 77%. Our black students are also exceeding the statewide average by 39% in reading. Seventy-seven percent of our black students met or exceeded the state standards in 2004. Our 2004 results also show that 75% of Belle Valley Elementary School - North students who are on free and reduced lunch were proficient on state testing in the area of reading as compared to the statewide average of 46%.

PART IV – INDICATORS OF ACADEMIC SUCCESS

What is the meaning of the Belle Valley Elementary School –North assessment results in reading and mathematics including disparities among subgroups?

At Belle Valley Elementary School - North all students in third grade are required to take the Illinois Standards Achievement Test (ISAT) each spring. Scores on the ISAT are reported in four levels: **Level 1 - Academic Warning:** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. **Level 2 - Below Standards:** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. **Level 3 – Meets Standards:** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. **Level 4 – Exceeds Standards:** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results. Success is determined by the number of students who meet or exceed the standards based on the cut scores established for the ISAT.

The ISAT is a standards-based, multi-formatted assessment. The primary purpose of the assessment program is to determine the level to which Illinois students meet the Illinois Learning Standards in the content areas that are assessed. During the 2003-2004 school year, third grade students in Illinois were assessed in the areas of reading, mathematics, and writing. Additional information regarding the Illinois Standards Achievement Test can be obtained at the following website: www.isbe.net/assessment/isat.htm.

By looking at the ISAT results in the areas of reading and mathematics at the third grade level, it is evident that Belle Valley Elementary School - North are overcoming the challenges facing this diverse population. Currently, only our third grade students are assessed in the areas of reading and mathematics. It is within this population that the students of North have experienced the greatest successes. As highlighted in the following data, academic success is not limited to one subgroup and is evident especially when compared to other students in Illinois.

2004 Illinois Standards Achievement Test (ISAT)- Third Grade Math

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Total Meets & Exceeds
Male	0.0%	4.5%	38.6%	56.8%	95.4%
Female	4.5%	2.3%	50.0%	43.2%	93.2%
White	2.1%	0.0%	39.6%	58.3%	97.9%
Black	3.7%	11.1%	51.9%	33.3%	85.2%
All North Students	2.3%	3.4%	44.3%	50.0%	94.3%
State of Illinois	6.8%	14.0%	46.1%	33.0%	79.1%

2004 Illinois Standards Achievement Test (ISAT)- Third Grade Reading

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Total Meets & Exceeds
Male	4.5%	9.1%	52.3%	34.1%	86.4%
Female	6.8%	6.8%	52.3%	34.1%	86.4%
White	4.2%	6.3%	52.1%	37.5%	89.6%
Black	11.1%	11.1%	48.1%	29.6%	77.7%
All North Students	5.7%	8.0%	52.3%	34.1%	86.4%
State of Illinois	7.0%	27.9%	42.4%	20.2%	62.2%

How does Belle Valley Elementary School – North use assessment data to understand and improve student and school performance?

Belle Valley Elementary School – North uses a variety of student assessments for both short-term and long-term student and school improvement. Teachers are encouraged to use daily informal and formal assessments to plan and organize instruction to better meet the needs of the students. Data is gathered from daily practice work, curriculum assessments, and district and state assessments. Teachers periodically complete running records on students and give students individual reading inventories to provide a clear understanding of a child's reading level. The analyzing of an individual student's data gives our teachers an understanding of each student's academic strengths and weaknesses, which allows us to positively differentiate instruction for each student.

Staff development decisions are also based on assessment data. The staff, through horizontal and vertical teams, analyzes the data looking for those areas that our students, as a whole, show the greatest need for improvement. Staff development is then planned and organized around those weak areas. We focus on the area of concern by researching best instructional practices, evaluating our current instructional practice, and evaluating our curriculum for appropriate skill development. Last year, we found that across all grade levels reading was an area of relative weakness. We have sought and will implement a curriculum that would provide for a consistent, developmentally appropriate method for teaching reading.

Teachers and horizontal teams routinely use the assessment data to make decisions on individual placement in our Title I reading program, summer reading program, and additional services offered through our mathematics specialist.

How does Belle Valley Elementary School – North communicate student performance, including assessment data, to parents, students, and the community?

In an effort to keep parents, students, and the community informed about the results of the assessment process, Belle Valley Elementary School - North shares the yearly Illinois Standards of Achievement Test (ISAT) results in the BV Beat, a quarterly newspaper that is sent to all parents and community members living within the school district. Parents also receive individual student's summary of ISAT performance outlining those areas of proficiency and those areas of concern. The Illinois State School Board issues a yearly school report card to every school in the state. The report card compares the school's performance on the Illinois Standards of Achievement Test to the students' averages across Illinois and gives each school a rating of Academic Warning, Below Standards, Meets Standards, or Exceeds Standards. Each fall our parents and community members are given access to the school report card in two forms. Parents are provided a direct link to the report card via the school website for review at home. Parents who do not have Internet access are given paper copies. The report card summarizes the assessment data, the attainment of the school's goals along with outlining the goals for the new school year.

Teachers regularly communicate student academic progress with parents through the use of daily planners, weekly progress reports, mid-term reports, quarterly report cards, phone calls, and parent conferences. Daily planners go home with Belle Valley Elementary School - North information, graded student work, as well as notes about student achievement efforts and behavior. Parents sign and return these planners each morning with any comments or questions for the classroom teacher. Twice yearly, Parent/Teacher conferences are held in which teachers have the opportunity to share assessment data, daily work grades and expectations for student achievement.

How has Belle Valley Elementary School – North shared and how will we continue to share our successes with other schools?

Historically, the Belle Valley Elementary School – North staff and principal have been asked by the St. Clair County Regional Office of Education to share with others what we have found to be effective “best practices” for our population of students and to lead in-services in various areas of curriculum at the annual county institute. Members of our staff also participate in a monthly round table discussion with teachers from surrounding schools concerning best practices in the area of reading. These teachers then bring ideas back to our school and share what we have found to work with other teachers. We have built our knowledge of best practices through reading the literature, through sharing what individual teachers have found to be effective practices, and most importantly through the willingness to try new approaches.

We recognize and value the learning opportunities that come when professionals gather together to have positive conversations. In addition to working with other elementary teachers, we have cooperative agreements with Southern Illinois University in Edwardsville and McKendree College to provide mentors to their pre-service teachers. Belle Valley Elementary School – North is consistently a professional learning site for many pre-service teachers.

PART V – CURRICULUM AND INSTRUCTION

Curriculum:

Belle Valley Elementary School – North provides a comprehensive curriculum to its students. Because we align our district standards and teaching to the Illinois Learning Standards, our standards are high and measurable. Instruction is guided by standards and driven by student performance.

In an effort to provide professional development opportunities for our teachers, our schedule has been revised to provide cooperative planning time using:

- a. Grade-level blocks of time for reading, math and special area instruction including physical education, music, and opportunities for time in our library/media center.
- b. Planning time for grade-level teachers so that teachers can plan and design instruction together.
- c. Title 1 Reading services, special education, remedial math instruction, and other building resources are organized into grade-level blocks of time to reduce instructional group size and better meet the needs of students.

Literacy forms the core of our instruction. On average, students at Belle Valley Elementary School – North receive two hours of reading instruction daily. Our reading instruction includes the five areas as outlined by the National Reading Council: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Our students receive individual instruction according to their reading strengths and weaknesses based on individual assessment. In kindergarten and first grade, our teachers use the Illinois Snapshot of Early Literacy as our preferred assessment instrument. The information gleaned from this assessment allows us to design instruction to meet the needs of every student. Students who are identified as struggling readers are placed into a reading intervention program with a reading resource teacher, Title I, or special education teacher.

Children write at all grade levels, in all curricular areas, and for a variety of purposes. The teaching staff continues to work to create a scoped and sequential curriculum that aligns with the expectations outlined in the Illinois Learning Standards. All of our students utilize the writing skills of planning, drafting,

revising, editing and rewriting. Students learn to conference with their peers and to use rubrics to score writing pieces.

Each grade level receives math instruction for one hour each day. The math instruction focuses on building a strong number sense, computation skills and higher-level problem solving. Students also receive instruction in science and social studies using a curriculum that is aligned to the standards. The science curriculum utilizes the scientific process involving hypothesizing, analyzing and concluding.

Physical education, music, and library comprise our special area schedule. Each child attends either physical education and library or physical education and music twice per week for one hour. All students also receive physical education instruction at least one additional time per week with a second additional class period every other week. The additional physical education time was added to the schedule two years ago. This additional time was implemented to address the state requirement for daily physical education and a district objective to combat youth obesity and inactivity.

Art is integrated throughout the content areas. We recognize that students learn best through their strongest modality of learning and for some of our students that modality is art. Our teachers work to plan lessons that incorporate a variety of learning modalities. Art instruction is addressed at each grade level during the teachers' common planning time. This helps to promote the most beneficial art instruction for all students.

Our building-wide behavior expectation program focuses on developing the Belle Valley B's (Be safe, Be respectful, Be responsible) with all of our students through an integrated instructional model. During the 2002-2003 school year, our school social worker became full-time for the first time in school history. The addition of a full-time social worker has allowed us to provide more intense character-development program for all of our students. In addition, she offers focused instruction in the area of Aggression Replacement Training and other small group instruction as needed.

Reading Curriculum

Recently, teachers in our kindergarten through third grade adopted a new reading program. Houghton Mifflin Reading, 2005, will be used throughout the building. Teachers supplement the curriculum with additional reading materials from classroom libraries with leveled books and additional resources available through our school library. Students not performing at grade-level in reading receive instruction from one or more of the following: instruction from our Title I reading instructor using small group instruction, individualized instruction, practice using *Reading Best*, a computerized reading instruction program, and/or participation in our summer reading program using the four-block model incorporating leveled trade books.

All students at Belle Valley Elementary School – North participate in a balanced literacy curriculum. Students read a variety of literature genres including narrative text, expository text, and poetry. The curriculum is an integrated curriculum where spelling, grammar and writing are part of the daily instruction. Our core reading program, along with our levels assessment program at all grade levels are aligned with the Illinois Learning Standards. We have found a direct correlation to performance on the district's levels assessment program and student performance on the ISAT. Teachers use the district assessment results to plan and organize instruction around each student's weak areas. Along with utilizing district assessment results, teachers periodically use an individual reading inventory to pinpoint a child's reading level and reading weakness so that instruction can be formulated to strengthen skills.

Math Curriculum

The Harcourt/Brace *Math Advantage* series was chosen and adopted by the school district for its alignment with the NCTM and Illinois Learning Standards in Mathematics. Standards include the areas of number sense, algebra, data analysis, geometry, measurement, and computation. The curriculum is textbook based; however, supplementary materials such as manipulatives are used whenever necessary to further students' concept development. Students explore various methods to solve a problem and share their reasoning orally and in written form. Basic number sense practice is given daily through the use of timed tests in addition, subtraction, multiplication, and division.

Daily one-hour classroom instruction focuses on developing concepts/skills in each of the standards through the use of effective teaching methods, which include the problem of the day, review and reinforcement of the previous concept taught, lesson development and guided practice. Guided practice, specific and ongoing student feedback, and subsequent independent practice are used to reinforce concepts.

Instructional Methods:

We recognize that all students learn in different ways and what works for one may not for another. We strive to deliver instruction that recognizes and draws on the student's background knowledge and experiences. Our teachers strive to implement differentiated instructional methods to accommodate different learning styles. Faced with the challenge of meeting a large range of individual needs, teachers use large and small instructional groups, along with individualized instruction. Teachers work to involve students in their own learning.

When assessment results show that a student needs extra instruction around a specific skill or concept, teachers work to flexibly group those students for additional instruction. Also, teachers use recess time, before and after school, teacher preparation time to give extra instructional time to work with students to help improve those areas of weakness.

Throughout the reading block, lessons are planned around the five dimensions of reading: phonics, decoding, fluency, vocabulary development, and text comprehension strategies. Belle Valley Elementary School – North also focuses reading instruction on the essential strategies that all good readers need to know and use: making connections, questioning, visualizing, inferring, determining importance, and synthesizing. These reading strategies are modeled by the teacher and practiced by the student. This occurs throughout the year until the students are consistently using their strategies independently. Teachers use guided reading, shared reading, and independent reading to give students multiple opportunities to build reading skills.

Staff Development:

Staff development at Belle Valley Elementary School – North is an on-going program with the ultimate goal of improving student achievement. Through data analysis, the staff identifies areas of strength and needed improvement. Staff development is planned to address those areas by looking at the current educational research, curriculum evaluation, and instructional methodology. During the past two school years, the focus of our professional development time has been on brain-compatible teaching and learning strategies. Because we are a small district comprised of only two schools, it is necessary and extremely important for all of our teachers, pre-K to eighth grade, to understand the importance of articulated curriculum and a common language in all curricular areas. Recently, our pre-K-8 teaching staff has

worked on revisions to our reading and writing curricula. This process continues during the 2004-2005 school year as we begin revisions to our district mathematics curriculum.

Belle Valley Elementary School – North is a professional learning community. Teachers have the opportunity to meet daily to plan and organize instruction, to have professional conversations, and to look at individual student's performance. Book studies based on an identified area of instructional improvement are on going at Belle Valley North. Recent books studies have included discussions of the following titles, *Teaching with the Brain in Mind* by Eric Jensen, *Punished by Rewards* by Alfie Kohn, *Teaching with Love and Logic* by Fay Funk, and *A Framework for Understanding Poverty* by Ruby Payne.

PART VII – ASSESSMENT RESULTS

Illinois Standards Assessment Test Performance Definitions

- Academic Warning** - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Below Standards** – Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Meets Standards** – Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Exceeds Standards** – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Criterion Referenced State Assessment Results

Subject: Mathematics Grade: 3 Test: Illinois Standards Achievement Test

Edition/publication year: 2000-2004 Publisher: Illinois State Board of Education/Pearson Educational Measurement

ISAT Scores: Math, Grade 3 Belle Valley Elementary School - North	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	March	April	April	April
School Scores				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	98	99	99	98
% At or above Meeting Standards	94	92	89	95
% At or above Exceeds Standards	50	36	45	38
Number of students tested	88	106	105	104
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	14
Percent of students alternatively assessed	0	0	0	13
Subgroup Scores				
1. Black Students				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	96	100	97	96
% At or above Meeting Standards	85	90	82	71
% At or above Exceeds Standards	33	10	34	17
Number of students tested	27	31	37	**
2. White Students				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	98	99	100	100
% At or above Meeting Standards	98	93	91	90
% At or above Exceeds Standards	58	45	58	40
Number of students tested	48	67	58	**
3. Not eligible – Free/Reduced Price Lunch				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	100	99	99	100
% At or above Meeting Standards	100	93	89	85
% At or above Exceeds Standards	62	38	45	36
Number of students tested	60	79	76	**

4. Free/Reduced Price Lunch				
% At or above Academic Warning	100	100	**	100
% At or above Did Not Meet Standards	93	100	**	96
% At or above Meeting Standards	82	92	**	86
% At or above Exceeds Standards	25	32	**	30
Number of students tested	28	27	**	**
State Scores				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	93	93	93	93
% At or above Meeting Standards	79	76	74	62
% At or above Exceeds Standards	33	31	30	19

Criterion Referenced State Assessment Results

Subject: Reading Grade: 3 Test: Illinois Standards Achievement Test

Edition/publication year: 2000-2004 Publisher: Illinois State Board of Education/Pearson Educational Measurement

ISAT Scores: Reading, Grade 3 Belle Valley Elementary School - North	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month:	March	April	April	April
School Scores				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	94	98	99	99
% At or above Meeting Standards	86	77	81	85
% At or above Exceeds Standards	34	15	35	34
Number of students tested	88	106	105	104
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	14
Percent of students alternatively assessed	0	0	0	13
Subgroup Scores				
1. Black Students				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	89	100	100	96
% At or above Meeting Standards	78	77	69	71
% At or above Exceeds Standards	30	13	26	17
Number of students tested	27	31	37	**

2. White Students				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	96	99	98	100
% At or above Meeting Standards	90	81	87	90
% At or above Exceeds Standards	38	31	38	40
Number of students tested	48	67	58	**
3. Not Eligible – Free/Reduced Price Lunch				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	98	99	99	100
% At or above Meeting Standards	92	85	81	85
% At or above Exceeds Standards	38	29	26	86
Number of students tested	60	79	76	**
4. Free/Reduced Price Lunch				
% At or above Academic Warning	100	100	**	100
% At or above Did Not Meet Standards	86	100	**	96
% At or above Meeting Standards	75	68	**	86
% At or above Exceeds Standards	25	16	**	30
Number of students tested	28	27	**	**
State Scores				
% At or above Academic Warning	100	100	100	100
% At or above Did Not Meet Standards	93	92	93	93
% At or above Meeting Standards	65	62	62	62
% At or above Exceeds Standards	23	22	19	19