BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE: STUDENT ACHIEVEMENT

MONDAY, OCTOBER 17, 2011
6:30 P.M.

RAYMOND HENDEE EDUCATION SERVICE CENTER
164 S. PROSPECT AVENUE

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. STUDENT ACHIEVEMENT/EDUCATIONAL ENDS

3. PUBLIC COMMENTS

4. BOARD ADJOURNED TO CLOSED SESSION – COLLECTIVE BARGAINING
   5 ILCS 120/2(C)(2)

PB:mw

Examining Student Learning in District 64

3 Guiding Questions

1. What do we want students to know and be able to do?
2. How will we know when they have learned the desired outcomes?
3. How will we respond to the data?

What do we want students to know and be able to do?

- Core Academic Skills and Knowledge
- Critical Thinking and Problem Solving
- Social – Emotional Development
- Physical Development
- Fine Arts Experiences
- Positive Attitude toward Learning

EDUCATING THE WHOLE CHILD

EDUCATIONAL ENDS

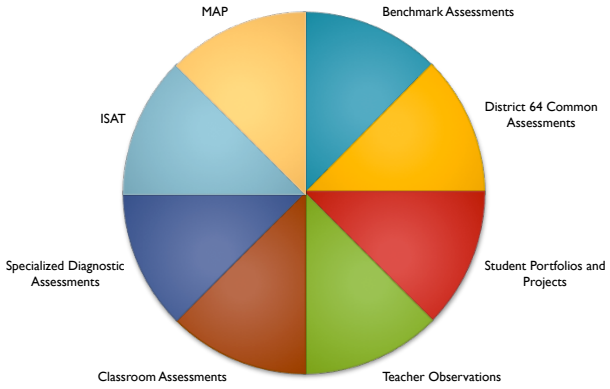
- Statements of the broad learning targets we want our students to achieve as a result of their educational experiences in District 64.
- End statements written for
  - Each Core academic area
  - Each Encore area
  - Social-Emotional
  - Critical Thinking/Problem Solving

Hierarchy of Learning

- Educational End Statements
  - Illinois Learning Standards
    - Grade Level Learning Standards
      - Specific Skills and Objectives

How will we know when they have learned the desired outcomes?

Variety of Assessments



ISAT

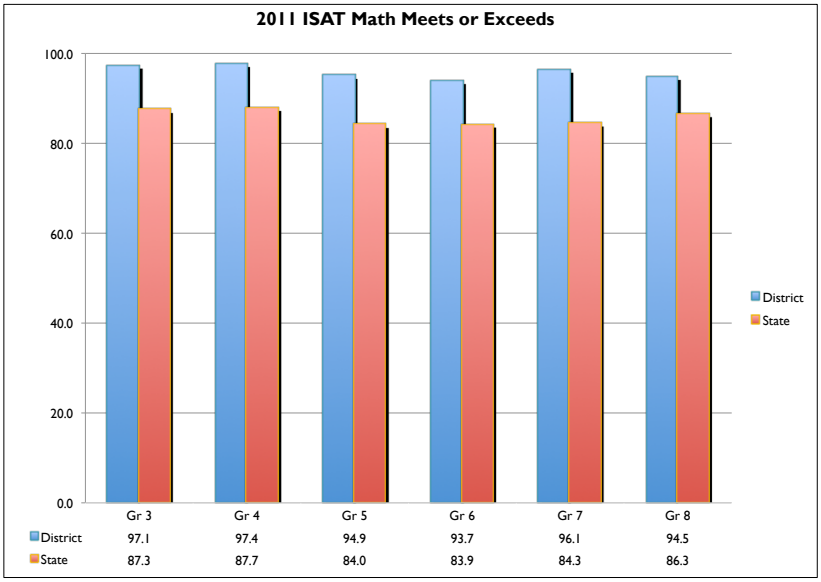
- Measures mastery of the Illinois Learning Standards
- Compares students, schools and districts across the state
- Used to meet national No Child Left Behind (NCLB) mandate

2011 ISAT Results

STRONG Scores Continue !

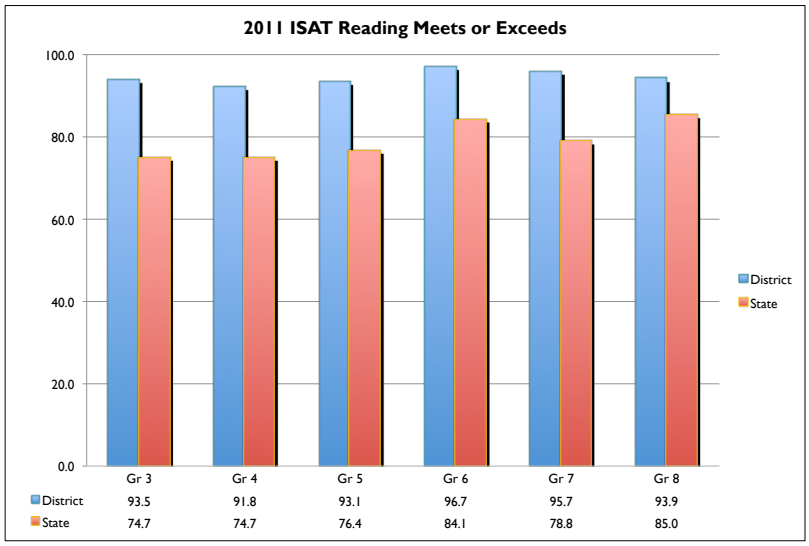
- 94% of All Students Meet or Exceed Standards in Reading
- 95% of All Students Meet or Exceed Standards in Math

Math Scores by Grade Level



	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
District	97.1	97.4	94.9	93.7	96.1	94.5
State	87.3	87.7	84.0	83.9	84.3	86.3

Reading Scores by Grade Level



	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
District	93.5	91.8	93.1	96.7	95.7	93.9
State	74.7	74.7	76.4	84.1	78.8	85.0

Celebrations!

- Small positive increases in Meets/Exceeds over time
  - Both grade levels increased in Science
  - 4 out of 6 grade levels increased in Math
  - 4 out of 6 grade levels increased in Reading
- Increase in the % of students scoring in Exceeds Level in Math at every grade
- Increase in the % of students scoring in Exceeds Level in Reading in 4 out of 6 grades
- Decrease in the % of students scoring below standards

AYP Status

- District met expectations for Adequate Yearly Progress (AYP)
  - 85% or more of ALL students scored at Meets/Exceeds level
  - 85% or more students in subgroups scored at Meets/Exceeds level or met Safe Harbor provisions
  - Over 91% Attendance Rate
- All but 2 of our 7 schools met expectations for AYP

MAP

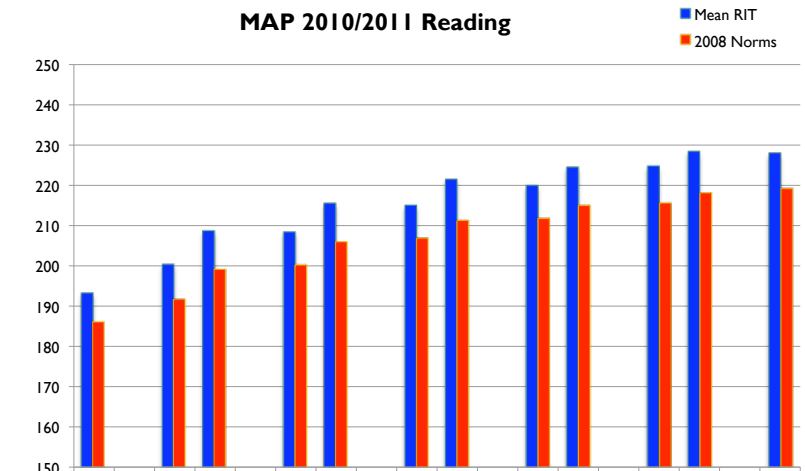
- Aligned with Illinois Learning Standards
- Can predict if students will meet ISAT standards
- Computerized Adaptive Test
  - Measures student's current level of knowledge
- Measures growth over time
- Provides national comparisons
- Timely results teachers can use to drive instructional decisions

2010-11 MAP Results

STRONG Scores Continue !

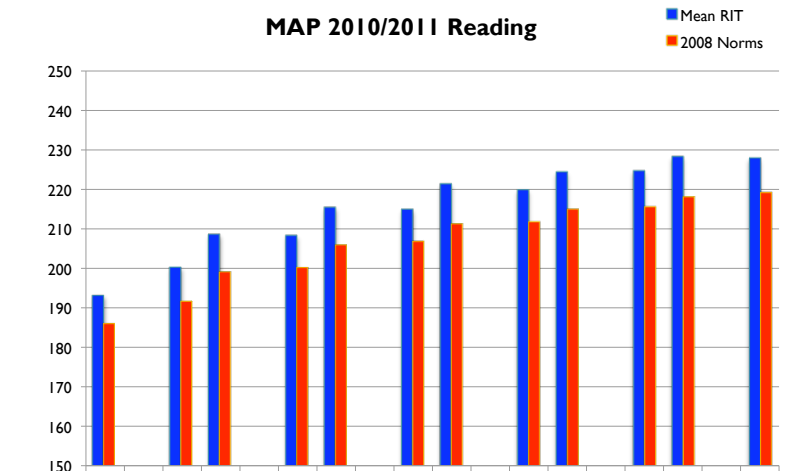
- Mean RIT score in Reading approximately 10 points higher than national norms
- Mean RIT score in Math approximately 8 -12 points higher than national norms

Reading Scores by Grade Level



	Gr. 2 Winter 2010	Gr. 3 Fall 2010	Gr. 3 Spring 2011	Gr. 4 Fall 2010	Gr. 4 Spring 2011	Gr. 5 Fall 2010	Gr. 5 Spring 2011	Gr. 6 Fall 2010	Gr. 6 Spring 2011	Gr. 7 Fall 2010	Gr. 7 Spring 2011	Gr. 8 Fall 2010
Mean RIT	193.1	200.2	208.5	208.2	215.3	214.8	221.2	219.7	224.2	224.5	228.1	227.7
2008 Norms	186	191.6	199	200.1	205.8	206.7	211.1	211.6	214.8	215.4	217.9	219

Math Scores by Grade Level



	Gr. 2 Winter 2010	Gr. 3 Fall 2010	Gr. 3 Spring 2011	Gr. 4 Fall 2010	Gr. 4 Spring 2011	Gr. 5 Fall 2010	Gr. 5 Spring 2011	Gr. 6 Fall 2010	Gr. 6 Spring 2011	Gr. 7 Fall 2010	Gr. 7 Spring 2011	Gr. 8 Fall 2010
Mean RIT	193.1	200.2	208.5	208.2	215.3	214.8	221.2	219.7	224.2	224.5	228.1	227.7
2008 Norms	186	191.6	199	200.1	205.8	206.7	211.1	211.6	214.8	215.4	217.9	219

Celebrations!

- Highest Mean RIT scores in Reading at all grade levels since we began MAP testing 5 years ago
- Highest Mean RIT scores in Math at all grades levels since we began MAP testing 5 years ago
- More students meeting growth targets in Math

Educational End Assessments

- Measure wide range of skills and attitudes embedded in End Statements
- Includes:
  - Standardized test results such as ISAT and MAP
  - Benchmark assessments such as DIBELS
  - Locally developed assessments
  - Report Card data
  - Information from student surveys

Educational Ends Score Cards

- Reports summative data relative to the Ends
- Targets determined by District 64 staff
- Shows performance over five year period

Celebrations!

- Meeting intended targets on 78% of the Educational End Assessments
- Maintaining strong performance on vast majority of End Assessments
- Demonstrating growth on standardized tests such as ISAT and MAP

How will we respond to the data?

- **District Curricular Level – Dept. of Student Learning**
  - Analyze ISAT, MAP and Educational End assessments for areas of strength as well as specific areas for improvement
  - Make curricular and instructional adjustments to address areas of relative weakness
  - Provide staff development

- **Building Level – QIT**
  - Analyze building data on ISAT, MAP, benchmark assessments and other local assessments in comparison to District averages and results from other schools
  - Look for areas of strength as well as specific areas for instructional improvement
  - Set building goals for improvement
  - Redirect instructional focus
  - Provide staff development

- **Group Level – Grade Level Teams**
  - Analyze data from ISAT, MAP, benchmark assessments and other local assessments for students who are performing significantly above or below standards in order to determine need for differentiation and interventions
  - Analyze data to form instructional groups and determine specific instructional needs
  - Utilize data to determine areas for more intensive instructional focus and to make pacing decisions

- **Individual Student Level – Individual teachers, Grade Level Teams, IPST**
  - Analyze data from ISAT, MAP, benchmark assessments and other local assessments to determine need for differentiation and interventions
  - Utilize data for instructional placement decisions (Channels of Challenge, high school placement, Literacy support, Math Connections, etc.)
  - Utilize data to determine specific areas for more intensive instruction
  - Utilize data to help students set individual goals

District 64

- Committed to continuous improvement
- Focused on helping all students achieve personal excellence

DATE: October 17, 2011

TO: Board of Education
Dr. Philip Bender

FROM: Diane Betts, Assistant Superintendent for Student Learning

RE: Annual Report on Student Achievement in District 64

RELATION OF REPORT TO:

State/Federal Mandates:	Illinois Learning Standards
Board Goal:	Strategic Plan Parameters #6 and #8
Board Policy:	None
Board Procedure:	None
Budget Implications:	Ongoing

BACKGROUND

Student achievement information is reported to the Board on an annual basis. In past years, I have provided individual reports to the Board of Education regarding student achievement on ISAT, MAP and the Educational Ends Scorecards. This year instead of separate reports, I am providing a comprehensive, blended report. This review provides background information and 2010-11 results on each of these assessment measures, but also synthesizes the information we gain from these assessments to form a collective analysis of student learning in District 64.

The report is divided into four sections:

1. This introduction, which offers an overview of student learning and assessment in District 64.
2. A section on the Educational Ends and District Scorecards.
3. A section on the Illinois Standards Achievement Test (ISAT).
4. A section on the NWEA Measures of Academic Progress (MAP).

A similar format is used in sections 2 – 4. Each section begins with background information on the assessment and what it is intended to measure. This is then followed by data from the 2010-11 administration of the assessment as well as historical analysis of achievement over time on the measure. Examples of how school personnel analyze and use the data to make instructional improvements are shared. Each section ends with conclusions and celebrations.

INTRODUCTION

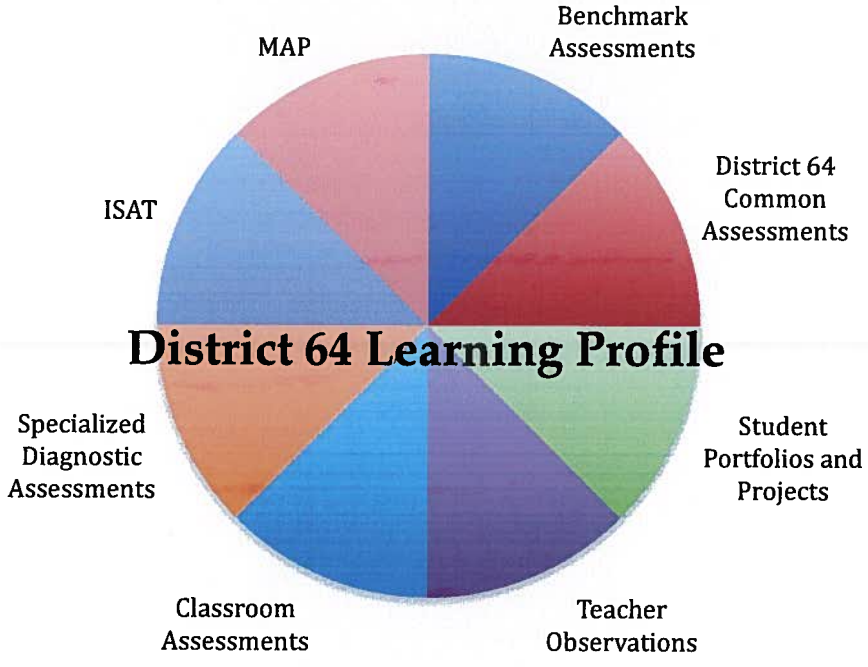
Guiding Questions to Examining Student Learning in District 64

Whenever an individual teacher, school or district wants to examine student learning they must ask themselves three basic guiding questions:

1. What do we want our students to learn and be able to do?
2. How will we know when they have learned the desired outcomes?
3. How will we respond to the data on these outcomes?

The answer to the first question of what we want our students to learn and be able to do is in large part driven by state standards and national curricular organizations, such as the National Council of Teachers of Mathematics. But it also is driven by what the local community and district values. Here in District 64, we have publicly stated that we value more than just academic skills. We recognize that to educate a well-rounded child who is capable of achieving excellence and thriving in and contributing to a rapidly changing world, we must also emphasize higher order thinking and problem solving skills, social and emotional development, physical development, exposure to a wide range of experiences in the arts, and development of a positive attitude toward learning. ***This is what we mean when we say we educate the "whole child".*** This set of essential skills led to the development over many years of District 64's unique Educational Ends. A more complete description of the Ends and how they were created can be found in Section 2 of this report.

Answering the second question regarding how we will know when students have achieved our desired outcomes involves the use of assessment. If we want our students to benefit from rich and complex educational experiences that focus on the whole child, we must utilize a variety of types of assessments to measure their learning and growth. The following District 64 Learning Profile shows the range of assessments that are used to examine student learning.



Standardized tests, such as the ISAT, measure student learning at a particular point in time against set standards (in this case the Illinois Learning Standards). Results can be used to determine how well our students are mastering state standards and relative areas of strengths and weaknesses within our students' learning. MAP is another standardized test that measure student learning in relation to the state standards. However, MAP varies from ISAT and other fixed norm referenced assessments in a number of important ways that are further explained in Section 4 of this report.

In addition to these large scale standardized tests, students at select grade levels are also assessed with a variety of benchmark assessments that measure specific skills, such as reading fluency, math computation or spelling development. Results from these more frequently administered assessments are used to identify students that might need additional support to reach benchmark levels of performance.

Teachers in District 64 have also developed some local common assessments that are used across the District to measure student learning on specific curriculum that has been taught. Some of the assessments are used to measure learning toward the Educational Ends at select grade levels. Results from these assessments can provide a snapshot of learning and be used to determine what specific area of the curriculum requires re-teaching, which students need additional support, etc.

Answering the third question - how will we respond to the data on these outcomes - requires us to use the data to make changes in our instruction. Regardless of the type of assessment, if we merely measure learning but do not use the results to drive instructional improvement at the district, school, classroom or individual student level we are using the results in a summative manner only. In District 64, however, we believe that we need to use all assessment measures in a ***formative manner*** to improve student learning. By this we mean, that we need to carefully analyze the results from all assessments looking for insights into how we can improve instruction for all students, for select groups of students or for individual students. It is only when we use this data to actually do something different instructionally that we are using the data formatively.

Analysis of Student Learning in District 64

In the following sections, 2010-11 results from the Educational Ends Assessments, the ISAT and the MAP will be shared in detail and historical perspective of growth over time analyzed. When we look at our assessment data collectively we see multiple sources of evidence that show that our students are achieving at very high levels of performance:

- On norm referenced assessments such as the ISAT, District 64 students are achieving at 92% or higher on all tests at all grade levels.
- Similar achievement levels are found when we compare our students' Mean RIT score on the MAP to national norms.

- And we continue to achieve at or above or own locally determined target level of performance on the vast majority of assessments monitored through the District Educational Ends Scorecards.

Although even small improvements in achievement can be difficult when you are already performing at such high levels, District 64 nevertheless has established the goal of continuous improvement on these measures.

We are happy to report that over time, District 64 students have experienced growth in their achievement levels. Our ISAT scores continue to improve over time, particularly when we break the scores down by performance level. We have seen some significant growth in the number of students scoring at the Exceeds level in Math, Reading and Science. And conversely, the number of students scoring below standards has decreased. Increases in the Mean RIT MAP score have also been achieved. Taken together with continued strong performance on a wide variety of Educational Ends assessments, we should be proud of the very positive indicators of successful learning District 64 students are achieving.

I hope you will find this collective report on student achievement in 2010-11 has provided a panoramic view of student learning in District 64. Please feel free to contact me with any specific questions you may have about the data prior to the Board meeting.

DB:km

EDUCATIONAL ENDS AND THE DISTRICT SCORECARD

This section of the report will provide background information on the District 64 Educational Ends: what they represent, where they came from, and how they fit into the big picture of student learning in our District. Information on how the Ends are assessed and reported through a District Scorecard will also be provided. Results from the 2010-2011 District Scorecard will be reviewed and how these results are used to drive instructional improvement are discussed.

I. BACKGROUND INFORMATION

Educational Ends - Educating the Whole Child

The District 64 Educational Ends were developed approximately 10 years ago and answer the question what we want our students to learn as a result of their District 64 educational experience. They define in broad terms the goals the District has established for learning in each area of a child's development. The Ends focus on more than just academic skills and reflect the value District 64 places on learning higher order thinking and problem solving skills, social and emotional development, physical development, exposure to a wide range of experiences in the arts, and development of a positive attitude toward learning. Collectively, they reflect our commitment to educating the whole child and establish the broad range of desired outcomes we want our students to gain as a result of their school experience in District 64.

The Ends were not intended to replace the more specific Illinois Learning Standards or District 64's Scope and Sequence of objectives that are developed in each curricular area. Rather, the Ends serve as the broad target toward which the learning standards, benchmarks and specific grade level scope and sequences must lead. A complete listing of all District 64 Educational Ends statements can be found in the Student Learning section of the District's website.

Assessing the Ends

The assessment of the Ends was purposefully designed to provide assessment data that could be used to formatively guide our instructional decision making as well as summatively measure where we stand in relation to our desired outcomes. We carefully deliberated the most effective way to measure the wide range of skills and attitudes embedded in the Ends statements. The Ends are measured by both standardized tests, such as the ISAT and MAP, as well as locally developed assessments, performance activities, report card data and information from student surveys.

Assessments are not given at each grade level for each End statement. Instead, benchmark assessments at select grade levels are used to help teachers gain a deeper understanding of their students' learning and to help the District monitor student learning over time. In the five years we have been collecting Educational Ends assessment data, we have added, deleted or modified some assessments to more accurately measure student learning and support District initiatives, such as RtI. An example of this can be seen in the Language Arts area where we decided to only administer the MAP Language assessment at two benchmark grades (4^{th} and 8^{th}) once per year instead of administering the assessments two times per year at each grade 3^{rd}-8^{th}. We therefore changed the Scorecard to reflect data from only these two benchmark grade levels. Last year, we also added some new math benchmark assessments and individualized reading assessments and

therefore decided not to administer some of the other Educational Ends assessments in order to not overload students with too many assessments.

District Scorecard

Once we had several years of data, District Scorecards were developed in order to communicate summative data regarding achievement of the Educational Ends. The scorecards are intended to provide a quick visual overview of the following information:

- The End statements for each area of learning.
- The assessment tool(s) that are used to measure each End statement.
- When each assessment is given.
- What the desired (target) level of performance is on the assessment.
- What the baseline (beginning) level of performance on this assessment was.
- The actual performance data on this assessment over time.
- The current status of achievement on this assessment – i.e., whether we are meeting our target level of performance (green), within 10% of our targeted level of performance (yellow) or more than 10% from our targeted level of performance (red).

For example, on the Scorecard for Language Arts (see Attachment 1) one of the ways we measure whether students are proficient readers (End Statement 1) is to measure their oral reading fluency using the DIBELS assessment. We established a targeted level of performance stating that 80% of our 5th grade students would be able to read 124 words or more correctly per minute. In 2010-11, 88% of our students met this goal. The scorecard is colored green to indicate that we are currently achieving our targeted goal on this measure.

II. DISTRICT 64'S CURRENT EDUCATIONAL ENDS SCORECARDS

The attached scorecards reflect performance over a five year period. The last column entitled Current Status provides data results for all five years; it is color coded to only reflect the level of performance from the most recent year (2010 - 2011). Current scorecards for each curricular area can be located in the Student Learning section of our District web page.

Attachment 2 indicates that on 116 assessments administered in the 2010-2011 school year:

- 78% of these assessments are in the green scoring range (at or above the target).
- 16% of these assessments are in the yellow scoring range, (i.e., within 10% of the goal target).
- 6% of these assessments are in the red scoring range, (i.e., not within 10% of the goal target). This is the scoring range that requires the greatest need for focused improvement.

An analysis of our performance on the scorecards over the past five years shows that overall we are maintaining strong performance in all curricular areas and experiencing growth in performance on some assessments.

- Overall, the percentage of assessments in the "on target" green level increased from 56% in 2006-2007 and has held at approximately 78% over the last two years.
- Achievement on the DIBELS reading fluency measure has increased in both 3rd and 5th grade over time.

- The percentage of students meeting or exceeding on the ISAT performances has experienced small upward increases over time.
- As also noted in the MAP section, the percentage of students scoring above the national median in Math on the MAP assessment has risen slightly.

Scores on the more standardized assessments such as ISAT, MAP or DIBELS have shown small upward incremental changes over time. However, scores on some of our locally developed performance assessments have experienced more variability year to year. On some assessments administered in Social Studies and Math, for example, it has been difficult for students to reach the targeted level of performance. This may be caused by the design of the assessment or the accompanying rubric, an inappropriate performance target level or both.

Designing effective locally developed assessments that accurately and reliably measure student learning is a challenging task. Getting all teachers to consistently use the same criteria on a rubric can be difficult, particularly with new teachers who may lack familiarity with the assessment or when large numbers of teachers use the rubric but do not regularly discuss and agree on rubric scoring criteria. Designing effective assessments and increasing consistency among rates are areas we know we need to continue to address.

III. INSTRUCTIONAL OPPORTUNITIES

The District continues to analyze scorecard results for insights into instructional improvement at the District curricular level. Curriculum specialists and department chairs examine their own data and set specific goals and priorities for instructional improvement within their own curricular area or changes to the assessment to more accurately measure student learning. Action plans and strategies for reaching these improvement goals are developed as part of each curriculum specialist's and department chair's job responsibilities. As part of this work, curriculum specialists and department chairs share the Ends data with classroom teachers and discuss how teachers can use the data to make improvements in instruction within their own class.

Results from many of the assessments reported on the scorecards are also shared with administrators and Quality Improvement Teams (QITs) at each building. These groups examine data at the building level looking for patterns and trends in student achievement. Building goals for improved student achievement in a particular curricular area may be developed based on this analysis.

Results from several of the assessments reflected in the scorecards are also analyzed at the group or individual student level. The District focus on RtI is designed to use these assessment results to analyze students' instructional needs. As part of this initiative, universal screening assessments, such as the DIBELS oral reading fluency measure, are administered multiple times each year to identify students in need of intervention or differentiation. Throughout the year, teachers meet on a regular basis to examine this data as well as other data on student learning and develop specific plans for intervention and differentiated instruction. Student learning is also monitored for some students on a frequent basis (1-2 times per month) to determine if the interventions are making a difference. In addition to analyzing data, collaborative grade level or team level problem

solving time is also used to discuss best practices in instruction and effective instructional strategies for meeting the needs of select groups of students.
We believe that an increased emphasis on the value and use of assessment data and the resulting instructional improvement efforts has enabled us to realize some small gains in improved student learning as measured by our Ends assessments and meet the Board goal for continuous improvement.

IV. NEXT STEPS

As part of the Student Learning Strategy of the Strategic Plan, we identified Priority Standards last year in each core and encore subject areas for each grade level. As part of this work, we carefully examined the Educational Ends statements as well as new Common Core Standards in Reading/ Language Arts and Math, existing State Learning Standards in the other core and encore areas and our current grade level learner objectives. The completed Priority Standards will in effect serve as grade level End statements for each grade level.

Following identification of the grade level Priority Standards, the committees will this year develop new assessments or modify existing assessments to accurately measure student learning in relation to the specific grade level Priority Standards. The existing Educational Ends assessments will be carefully examined to determine if they provide effective and efficient data regarding specific learning targets. Some Educational Ends assessments may be abandoned while others may be modified or kept as is.

The concept of the Educational Ends as it relates to the three key questions in instructional improvement (defining what we want students to learn, measuring achievement and growth toward these ends, and using the data to improve educational opportunities) has been and will remain an essential element of our ongoing work.

DB:km
Attachment

Educational Ends
Score Card Language Arts Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
LA - 1: Students will be proficient readers.	DIBELS	Scores on Reading Fluency Measures	80% of third grade students will be able to read 110 words/minute * or more on the final recorded fluency test of the school year.	Spring	67%	80%	67% (2006/2007) 69% (2007/2008) 73% (2008/2009) 74% (2009/2010) 77% (2010/2011)
	DIBELS	Scores on Reading Fluency Measures	80% of fifth grade students will be able to read 124 words/minute or more on the final recorded fluency test of the school year.	Spring	72%	80%	72% (2006/2007) 74% (2007/2008) 85% (2008/2009) 83% (2009/2010) 88% (2010/2011)
	MAP	Scores on the "Total Reading" Test	75% of fifth grade students will score at or above the National Mean RIT Score. Grade Five National Spring RIT = 210.	Spring	83% (Spring 2007)	75%	83% (2006/2007) 76% (2007/2008) 84% (2008/2009) 84% (2009/2010) 85% (2010/2011)
	MAP	Scores on the "Total Reading" Test	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Eight National Spring RIT = 221.	Spring	81% (Spring 2007)	75%	81% (2006/2007) 81% (2007/2008) 84% (2008/2009) Not Tested in Spring 2010 or 2011
	MAP	Scores on the "Total Reading" Test	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Eight National Fall RIT = 219.	Fall	79%(Fall 2009)	75%	79% (2009/2010) 80% (2010/2011)
	ISAT	Scores on the "Total Reading" Test	90% of third-eighth grade students will score in the meets or exceeds state standards category in "Total Reading" on the ISAT.	Spring	90% (Spring 2007)	90%	90% (2006/2007) 92% (2007/2008) 91% (2008/2009) 92% (2009/2010) 94% (2010/2011)
LA - 2: Students will read for both information and pleasure.	Reading Attitude Survey	Student Reading Attitude Survey	75% of sixth grade students surveyed will read for pleasure every day or 3 times or more a week. (Revised 2010/2011)	Fall	65% (Fall 2006) Survey revised Fall 2009	Revised	65% (2006/2007) 70% (2007/2008) 62% (2008/2009) 96% (2009/2010) 68% (2010/2011)
	Reading Attitude Survey	Student Reading Attitude Survey	75% of sixth grade students surveyed will read for information 3 or more times a week. (Revised 2010/2011)	Fall	Survey revised Fall 2009	Revised	86% (2009/2010) 22% (2010/2011)
LA - 3: Students will be able to effectively communicate in writing for a variety of purposes and audiences.	ISAT	Scores on the "Total Writing" Test	75% of fifth grade students tested will score in the meets or exceeds state standards category in "Total Writing" on the ISAT.	Spring	65% (Spring 2007)	75%	65% (2006/2007) 85% (2007/2008) 73% (2008/2009) 74% (2009/2010) Writing ISAT not administered in 2010/2011

* Currently

10/03/11

Educational Ends
Score Card Language Arts Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
	ISAT	Scores on the "Total Writing" Test	75% of eighth grade students tested will score in the meets or exceeds state standards category in "Total Writing" on the ISAT.	Spring	79% (Spring 2007)	75%	79% (2006/2007) 81% (2007/2008) 78% (2008/2009) 89% (2009/2010) Writing ISAT not administered in 2010/2011
	District Level Writing Assessment in Development						
	MAP	Scores on the "Total Language Usage" Test	75% of fourth grade students will score at or above the National Mean RIT Score. Grade Four National Spring RIT = 207.	Spring	79% (Spring 2010)	75%	79% (2009/2010) 79% (2010/2011)
	MAP	Scores on the "Total Language Usage" Test	75% of fifth grade students will score at or above the National Mean RIT Score. Grade Five National Spring RIT = 212.	Spring	79% (Spring 2007)	75%	79% (2006/2007) 70% (2007/2008) 76% (2008/2009) Not Tested 2009/2010 or 2010/2011
	MAP	Scores on the "Total Language Usage" Test	75% of seventh grade students will score at or above the National Mean RIT Score. Grade Seven National Spring RIT = 218.	Spring	88% (Spring 2010)		88% (2009/2010) Not Tested in 2010/2011
	MAP	Scores on the "Total Language Usage" Test	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Winter RIT = 220.	Winter	82% (Spring 2007)	75%	82% (2006/2007) 83% (2007/2008) 83% (2008/2009) Not Tested (2009/2010) 82% (2010/2011)
LA - 4: Students will be able to speak effectively and listen with understanding.	SPFY Rubric	Scores on District Rubric for Speaking/Listening	Seventh and eighth grade SPFY (Speak For Yourself) students will increase their score over a six week period by 10% or better as measured on the communication skill rubric.	Year Long	12% (2007/2008)*	10%	12% (2007/2008) 13% (2008/2009) 14% (2009/2010) 12% (2010/2011)

* Currently

Educational Ends
Score Card Math Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
MA - 1: Students will demonstrate an understanding of mathematical concepts.	Performance Assessment	Grade Two Performance Assessment: Data Organization	80% will score at the Meets or Exceeds level on a District rubric.	Spring	62% (Spring 2007)	80%	62% (Spring 2007) 77% (Spring 2008) 60% (2008/2009) Assessment not administered in 2009/2010 72% (2010/2011)
	MAP	Scores on the "Total Math" Test	75% of fourth grade students will score at or above the National Mean RIT Score. Grade Four National Spring RIT = 210.	Spring	76% (Spring 2007)	75%	76% (2006/2007) 77% (2007/2008) 77% (2008/2009) 77% (2009/2010) 79% (2010/2011)
	MAP	Scores on the "Total Math" Test	75% of seventh grade students will score at or above the National Mean RIT Score. Grade Seven National Spring RIT = 228.	Spring	77% (Spring 2007)	75%	77% (2006/2007) 78% (2007/2008) 82% (2008/2009) 80% (2009/2010) 85% (2010/2011)
	ISAT	Grade Three through Eight ISAT combined mathematics scale score.	80% of scores will be in the "meets or exceeds" category.	Spring	93% (Spring 2007)	80%	93% (2006/2007) 94% (2007/2008) 94% (2008/2009) 94% (2009/2010) 96% (2010/2011)
MA - 2: Students will demonstrate computational fluency using mental math, paper & pencil, and when appropriate utilize calculators.	ISAT	Grade Three through Eight ISAT combined mathematics scale score.	80% of scores will be in the "meets or exceeds" category.	Spring	93% (Spring 2007)	80%	93% (2006/2007) 94% (2007/2008) 94% (2008/2009) 94% (2009/2010) 96% (2010/2011)
	MAP	Scores on the "Total Math" Test	75% of fourth grade students will score at or above the National Mean RIT Score. Grade Four National Spring RIT = 210.	Spring	76% (Spring 2007)	75%	76% (2006/2007 77% (2007/2008) 77% (2008/2009) 77% (2009/2010) 79% (2010/2011)
	MAP	Scores on the "Total Math" Test	75% of seventh grade students will score at or above the National Mean RIT Score. Grade Seven National Spring RIT = 228.	Spring	77% (Spring 2007)	75%	77% (2006/2007) 78% (2007/2008) 82% (2008/2009) 80% (2009/2010) 85% (2010/2011)

Educational Ends
Score Card Math Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
MA - 3: Students will apply appropriate strategies for solving complex and real world problems.	Performance Assessment	Grade Two Performance Assessment: Data Organization	80% will score at the Meets or Exceeds level on a District rubric.	Spring	62% (Spring 2007)	80%	62% (2006/2007) 77% (2007/2008) 60% (2008/2009) Assessment not administered in 2009/2010 72% (2010/2011)
	Performance Assessment	Grade Four Performance Assessment: Algebraic Relationships	80% will score at the Meets or Exceeds level on a District rubric.	Winter	59% (Winter 2006/2007)	80%	59% (2006/2007) 59% (2007/2008) 66% (2008/2009) Assessment not administered in 2009/2010 53% (2010/2011)
	Performance Assessment	Grade Six Performance Assessment: Fractions	80% will score at the Meets or Exceeds level on a District rubric.	Winter	69% (2007/2008)	80%	69% (2007/2008) 71% (2008/2009) Assessment not administered in 2009/2010 or 2010/2011
MA - 4: Students will communicate how and why mathematics is used to solve complex problems in "real world" situations.	ISAT	Scores on Extended Response Items on the ISAT Math	80% of fifth grade students will score 3 or 4 for Explanation on ISAT extended response statements.	Spring	44% (Spring 2007)	80%	44% (2006/2007) 60% (2007/2008) 52% (2008/2009) 59% (2009/2010) 58% (2010/2011)
	ISAT	Scores on Extended Response Items on the ISAT Math	80% of eighth grade students will score 3 or 4 for Explanation on ISAT extended response statements.	Spring	76% (Spring 2007)	80%	76% (2006/2007) 76% (2007/2008) 82% (2008/2009) 89% (2009/2010) 81% (2010/2011)
MA - 5: Students will acquire sufficient knowledge and appreciation of mathematics to provide the basis for success in higher level mathematics and science classes.	Placement into Algebra I or II in Grade Eight	Percent of Total Enrollment of Students in Algebra in 8th grade	45% of students will place in Algebra 1 at eighth grade.	Fall	46% (Fall 2006)	45%	46% (2006/2007) 48% (2007/2008) 50% (2008/2009) 52% (2009/2010) 48% (2010/2011)
		Placement in (or selection of) Classes in High School Math	90% of Algebra 1 students will place into Algebra II.	Spring	97% (Spring)	90%	97% (2006/2007) 89% (2007/2008) 90% (2008/2009) 88% (2009/2010) Revised test with higher criteria used in 2009/2010 89% (2010/2011)

Educational Ends
Score Card Science Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SC - 1: Students will know and understand basic concepts and principles of life, physical, earth, and space sciences, as defined in the Illinois State Standards.	ISAT	Scores on Fourth Grade ISAT	85% of students will score in the meets or exceeds category.	Spring	93% (Spring 2007)	85%	93% (Spring 2007) 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 95% (2010/2011)
	ISAT	Scores on Seventh Grade ISAT	85% of students will score in the meets or exceeds category.	Spring	91% (Spring 2007)	85%	91% (Spring 2007 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 96% (2010/2011)
SC - 2: Students will apply scientific knowledge and reasoning in creative and systematic ways to solve complex problems.	Critical Thinking District Assessment	Fourth Grade "Simple Machines" Assessment	75% of students will score 80% or above on a District administered assessment.	Year Long	72% (Year Long)	75%	72% (2006/2007) 78% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011)
	Critical Thinking District Assessment	Fifth Grade "Reading and Thinking About Weather Data" Assessment	80% of students will earn 50% or better on a critical thinking Science assessment.	Year Long	86% (Year Long 2006/2007)	80%	86% (2006/2007) 89% (2007/2008) 94% (2008/2009) 92% (2009/2010) 86% (2010/2011)
	Final Grade on Culminating IPS Lab	Eighth Grade IPS Final Activity (Sludge)	80% of eighth grade students will score 80% or higher on a teacher administered assessment.	Spring	74% (Spring 2008)	80%	74% (Spring 2008) 84% (2008/2009) 61% (2009/2010) 73% (2010/2011)

Educational Ends
Score Card Science Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SC - 4: Students will develop an interest in and appreciation for the sciences.	Science Interest and Attitude Survey	Questions on a Science Interest and Attitude Survey	50% of seventh grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	Spring	48% (Fall 2007)	50%	48% (Fall 2007) 54% (2008/2009) 45% (2009/2010) 52% (2010/2011)
	Science Interest and Attitude Survey	Questions on a Science Interest and Attitude Survey	50% of eighth grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	Spring	48% (Fall 2007)	50%	48% (Fall 2007) 45% (Fall 2008) 48% (2009/2009) 52% (2009/2010) 56% (2010/2011)
			50% of fifth grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	Spring	44% (Spring 2008)	50%	44% (Spring 2008) 54% (2008/2009) Assessment not administered in 2009-2010 58% (2010/2011)
SC - 5: Students will demonstrate safe and appropriate laboratory skills.	Lab Safety Assessment	Lab Safety Assessment	75% of students will score at the 70% level or better on the **Beginning of the Year** lab safety assessment.	Fall	65% (Fall 2007)	75%	65% (Fall 2007) 78% (2008/2009) 93% (2009/2010) 93% (2010/2011)

Educational Ends
Score Card Social Studies Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SS - 1: Students will attain a basic knowledge and understanding of the people, places and events that contributed to the experience of the American people both at home and abroad.	District Assessment *New District Assessment used for 2008/2009.	Third grade students will demonstrate knowledge of Native American Tribes.	80% of third grade students will score 75% (3 out of 4) or above on a teacher developed rubric.*	Year Long	TBD (2007/2008) 88% Pilot data	80%	88% (2007/2008) 65% (2008/2009)* 72% (2009/2010) 70% (2010/2011)
	District Rubric	Eighth grade students will present an interactive museum exhibit of 20th century social and political events.	75% of eighth grade students will score 80% or above on a teacher developed rubric.	Spring	70% (Spring 2006) Pilot	75%	70% (2006/2007) 72% (2007/2008) 78% (2008/2009) 82% (2009/2010) 49% (2010/2011)
SS - 2: Students will understand and appreciate the implications of a global society and economy.	District Rubric	Seventh grade students explain process by which a producer determines the market clearing price.	75% of seventh grade students will score 80% or above on a teacher developed economic assessment.	Winter	60% (Spring 2005) Pilot 83% (2006)	75%	83% (2006/2007) 71% (2008/2009) 73% (2009/2010) 69% (2010/2011)
SS - 3: Students will gain a knowledge and understanding of local, regional, national and world geography including the distribution of natural resources and environmental connectedness.	District Assessment *New District Assessment used for 2008/2009.	Third grade students will demonstrate knowledge of Native American Tribes.	80% of third grade students will score 75% (3 out of 4) or above on a teacher developed rubric.*	Year Long	TBD (2007/2008) 88% Pilot data	80%	88% (2007/2008) 65% (2008/2009)* 72% (2009/2010) 70% (2010/2011)
	Visual Representation	Seventh grade students will create a visual and written representation (flow chart) illustrating their knowledge and understanding of the influence physical, geographic, and natural resources play on economic development.	75% of seventh grade students will score a 3 out of 4 on a teacher created rubric.	Year Long	58% (Spring 2007) Pilot	75%	58% (2006/2007) 65% (2007/2008) 72% (2008/2009) 64% (2009/2010) 75% (2010/2011)

Educational Ends
Score Card Social Studies Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SS - 4: Students will develop an understanding and appreciation for people of other cultures from around the world and diversity with the United States; respecting the uniqueness that each group possesses.	District Assessment *New District Assessment used for 2008/2009.	Third grade students will demonstrate knowledge of Native American Tribes.	80% of third grade students will score 75% (3 out of 4) or above on a teacher developed rubric.*	Year Long	TBD (2007/2008) 88% Pilot data	80%	88% (2007/2008) 65% (2008/2009)* 72% (2009/2010) 70% (2010/2011)
	Venn Diagram	Sixth grade students will show their knowledge and understanding of different groups found around the world by creating a Venn diagram.	75% of sixth grade students will score a 7 out of 8 on a teacher created rubric.	Winter	70% (Spring 2005) Pilot 73% (Spring 2007)	75%	73% (2006/2007) 70% (2007/2008) 69% (2008/2009) 70% (2009/2010) 44% (2010/2011)
SS - 5: Students will know and apply the elements of responsible citizenship including such ideas as the need for a rule of law in society, the various roles played by citizens in establishing that order, and respect for the rights entrusted to each individual.	End of year assessment	Completion of an end-of-the year assessment on ancient civilizations.	75% of sixth grade students will score 80% on the end-of-the year assessment.	Spring	58% (Spring 2005) Pilot 70% (Spring 2007)	75%	70% (2006/2007) 68% (2007/2008) 68% (2008/2009) 71% (2009/2010) 86% (2010/2011)
SS - 6: Students will know and understand how a democratic state, like the U.S., is structured to meet the needs of the people and the impact that it has played on American history.	Constitution Test	District Constitution Test	85% of eighth grade students will earn 80% or better on the Constitution Test.	Fall	80%(Fall 2004) Pilot 86% (Fall 2007)	85%	86% (2006/2007) 86% (2007/2008) 89% (2008/2009) 84% (2009/2010) 77% (2010/2011)

Educational Ends
Score Card Health Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
HE - 1: Students will develop attitudes and obtain knowledge needed to promote personal health.	Rubric	End of Year Fifth Grade Test	70% of fifth grade students will score at the 75% level or better on the online "Great Body Shop End of the Year Test".	Spring	73% (Spring 2007)	70%	73% (Spring 2007) 70% (2008/2009) Assessment not administered in 2009/2010 58% (2010/2011)
	Rubric	District Healthy Attitudes/Behaviors Survey	70% of eighth grade students will meet the criteria for "healthy living" on a behavioral rubric designed to measure the acquisition of healthy habits.	Spring	55% (Spring 2008) 54% (Spring 2009)	70%	55% (Spring 2008) 54% (2008/ 2009) 54% (2009/2010) 61% (2010/2011)
HE -2: Students will incorporate healthy habits into their lives, leading to social, mental, emotional and physical well-being.	Rubric	District Healthy Attitudes/Behaviors Survey	70% of eighth grade students will meet the criteria for "healthy living" on a behavioral rubric designed to measure the acquisition of healthy habits.	Spring	55% (Spring 2008) 54% (Spring 2009)	70%	55% (Spring 2008) 54% (2008/ 2009) 54% (2009/2010) 61% (2010/2011)
HE - 3: Students will avoid violent and destructive behavior and apply conflict resolution strategies when needed.	Middle School Behavior Referrals	Counselor Reports and Observations of Health Office and Assistant Principal	Less than 10% of all the discipline referrals will be for violent or destructive behavior.	Year Long	5% (2005/2006)	10%	5% (2005/2006) 9% (2007/2008) 5% (2008/2009) 2% (2009/2010) 3% (2010/2011)
HE - 4: Students will refrain from the use of tobacco, illegal drugs, and alcohol.	Illinois Youth Survey (IYS)	Illinois Youth Survey (IYS)	Less than 10% of eighth graders will report using alcohol in the last month.	Fall - Every 5 Years	16% (Fall 2005)	10%	16% (Fall 2005) To Be Assessed in 2010 11% Winter 2011
		District Health, Attitudes & Behavior Survey	Responses will show a decrease in the number of eighth graders reporting they used alcohol in the past month.	Spring	21% (Fall 2006)	10%	21% (Nov. 2006) 17% (Nov. 2007) 13% (Nov. 2008) 12% (Nov. 2009) 14% (Nov. 2010)
		Illinois Youth Survey (IYS)	Responses will show a decrease in the number of eighth graders reporting they used marijuana in the last month.	Fall - Every 5 Years	1% (Fall 2005)	1%	1% (Fall 2005) To Be Assessed in 2010 2% Winter 2011
	Middle School Behavior Referrals	Observations of Student, Teachers, and Parents	99% of students will have no referrals for behavior related to tobacco, illegal drugs, or alcohol.	Year Long	100% (2005/2006)	99%	100% (2005/2006) 100% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)

Educational Ends
Score Card FLES Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
FL - 1: Students will develop listening and speaking skills in French or Spanish. Updated August 2008: Students will develop listening and speaking skills in Spanish.	Listening/Speaking Oral/Written Questionnaire	Students will be able to respond to various questions in French or Spanish.	80% of third grade students will score a 4 out of a possible 5 points on the responses from the various questions.	Spring	87% (Spring 2009) NEW for Grade Three	80%	87% (2008/2009) 84% (2009/2010) 92% (2010/2011)
Note: This End is not a goal of our revised FLES program.	Listening/Speaking Oral/Written Questionnaire	Students will be able to respond to various questions in French or Spanish.	80% of fifth grade students will score a 7 out of a possible 10 points on the responses from the various questions.	Spring	73% (Spring 2007)	80%	73% (Spring 2007) 78% (Spring 2008) 96% (2008/2009) 89% (2009/2010) 94% (2010/2011)
FL - 2: Students will develop an appreciation for the culture of French or Spanish speaking countries and an appreciation for the value of learning another language.	Cultural Written Questionnaire	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	80% of third grade French students will score a 4 out of 5 on a District developed test.	Spring	85% (Spring 2007)	80%	85% (Spring 2007) French no longer taught as part of the FLES program.
	Cultural Written Questionnaire	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	80% of fifth grade French students will score a 4 out of 5 on a District developed test.	Spring	93% (Spring 2007)	80%	93% (Spring 2007) French no longer taught as part of the FLES program.
	Cultural Written Questionnaire	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	80% of third grade Spanish students will score a 5 out of 6 on a District developed test.	Spring	58% (Spring 2007)	80%	58% (Spring 2007) 77% (Spring 2008) 84% (2008/2009) Not assessed with new program in 2009/2010 88% (2010/2011)

Educational Ends
Score Card FLES Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
	Cultural Written Questionnaire	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	80% of fifth grade Spanish students will score an 8 out of 10 on a District developed test.	Spring	84% (Spring 2007)	80%	84% (Spring 2007) 82% (Spring 2008) 96% (2008/2009)* Not assessed with new program 2009/2010 84% (2010/2011)
	Cultural Written Questionnaire	Students will be measured by a district/department based assessment on culture.	80% of eighth students will earn a score of 3 out of 4 or higher on the department-based rubric assessment.	Spring	98% (Spring 2007)	80%	98% (Spring 2007) 98% (Spring 2008) 97% (2008/2009) 96% (2009/2010) 95% (2010/2011)
FL - 3: Students will make connections between foreign language study and other curricular areas.	Listening Comprehension District Assessment	Student performance scores on paper-pencil assessment task.	80% of third grade students will earn a score of 75% or higher on the District assessment.	Fall	77% (Spring 2009)	80%	77% (2008/2009)* No longer assessed.
	Listening Comprehension District Assessment	Student performance scores on paper-pencil assessment task.	80% of fifth grade students will earn a score of 75% or higher on the District assessment.	Fall	82% (Spring 2007)	80%	82% (Spring 2007) 77% (Spring 2008) 96% (2008/2009) No longer assessed.
FL - 4: Students who elect to take foreign language in middle school will further develop reading, writing, speaking and listening skills in either French or Spanish and enhance their knowledge of the culture, history and current events of the French or Spanish speaking world.	High School Foreign Language Placement	Final grade on Report Card	80% of ninth grade students will earn a grade of 70% or better in French and Spanish II during the first semester.	Spring	94% (Spring 2007)	80%	94% (Spring 2007) 96% (2008/2009) 96% (2009/2010) 99% (2010/2011)

** Assessments reflect data from Field, Franklin and Roosevelt. Carpenter and Washington are piloting new FLES materials.*

Educational Ends
Score Card Instrumental Music Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
IM - 1: Students who choose to participate in band or orchestra will have the knowledge and skills necessary to perform and experience a variety of musical works.	District 64 Instrumental Music Assessment Program	District Assessments	85% of students enrolled in band & orchestra will Meet or Exceed expectations on District Performance Assessments.	Spring	70% (Spring 2007)	85%	70% (2007/2008) 63% (2007/2008) 78% (2008/2009) 93% (2009/2010) 88% (2010/2011)
IM - 2: Students who choose to participate in band or orchestra will appreciate the value of music in their lives, as well as the value of music throughout history and across cultures.	Eighth Grade Student Exit Surveys	Survey questions regarding participation in band & orchestra. (Example: Band/orchestra gives me an opportunity to express myself musically. I enjoy participating in band or orchestra.)	85% of survey responses are positive.	Spring Exit Survey to be Administered Spring 2008	94% (2007/2008)	85%	94% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)
IM - 3: Students who choose to participate in band or orchestra will have opportunities to perform musical works in a band or orchestra setting.	Student Concert Performances	Concert Performances	All band & orchestra students will have opportunities to perform in concerts. Beginning groups - 2 performances per year Cadet Band, Concert Band, String Ensemble - 3 performances per year Ensemble - 3-5 performances per year	Year Long	100% (Year Long)	100%	100% (2006/2007) 100% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)

Educational Ends
Score Card General Music Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
GM - 1: Students will know and apply the skills necessary to experience, perform, and produce a variety of musical works.	Singing Performance Assessment	Students will perform in class and public performances.	75% of fourth grade students will score 3 out of 4 on the District assessment.	Spring	80% (2007/2008)	75%	80% (2007/2008) 88% (2008/2009) 85% (2009/2010) 86% (2010/2011)
	Rhythm Performance Assessment	Students will perform in class and public performances.	75% of fourth grade students will score 3 out of 4 on the District assessment.	Spring	79% (2007/2008)	75%	79% (2007/2008) 84% (2008/2009) 83% (2009/2010) 88% (2010/2011)
	Listening Assessment	Students will perform in class performances and take a listening assessment.	75% of fourth grade students will score 3 out of 4 on the District assessment.	Spring	92% (2007/2008)	75%	92% (2007/2008) 78% (2008/2009) 82% (2009/2010) 82% (2010/2011)
	Written Assessment	Students will demonstrate appropriate knowledge and skills when creating and performing music, demonstrated on a written assessment.	75% of sixth grade students will score 80% or better on the District assessment.	Every Trimester	79% (2007/2008)	75%	79% (2007/2008) 79% (2008/2009) 73% (2009/2010) 51% (2010/2011)
GM - 2: Students will have opportunities to create and perform musical works in music classes and other settings.	Observation of Music Performances	Students perform in any of the following venues: class performances, original compositions, performance on field trips, school performances, etc.	100% of students in kindergarten through sixth grade will participate in at least one performance on an annual basis.	Throughout The Year	100% (2007/2008)	100%	100% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)
GM - 3: Students will appreciate the value of music in their lives, as well as the value of music throughout history and across cultures.	Middle School Enrollment Data for Music Electives	Continuing interest and involvement in music classes and programs	70% of seventh and eighth grade students will take music electives.	Yearly	68% (2007/2008)	70%	68% (2007/2008) 64% (2008/2009) 82% (2009/2010)
GM - 4: Students will have opportunities to perform musical works in a choral setting.	Student Concert Performances	Choral Performances	All choral students in the 4th through 8th grades will have opportunities to perform in concerts. Students in chorus will participate in at least 2 performances per year.	Throughout The Year	TBD (2008/2009)	100%	TBD 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)

Attachment 1

Educational Ends
Score Card Physical Education Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
PE - 1: Understand and apply the practices of physical fitness, health, and safety.	Fitness Tests	Personal Fitness Test Scores	75% of fifth grade students will maintain or improve in 4 of 7 District Fitness Test Components.	Fall, Spring	80% (2006/2007)	75%	80% (2006/2007) 61% (2007/2008) 89% (2008/2009) 90% (2009/2010) 87% (2010/2011)
	Fitness Tests		75% of eighth grade students will maintain or improve in 4 of 7 District Fitness Test Components.	Fall, Spring	67% (2006/2007)	75%	67% (2006/2007) 77% (2007/2008) 75% (2008/2009) 77% (2009/2010) 75% (2010/2011)
	Final Written Test	Score on Fitness Assessment Test	75% of eighth grade students will score in the Meets or Exceeds category on the final written fitness test.	Spring	56% (2006/2007)	75%	56% (2006/2007) 38% (2007/2008) 75% (2008/2009) 76% (2009/2010) 76% (2010/2011)
	Warm-up Checklist	Demonstrate Proper Warm-Ups	85% of fifth grade students will score in the Meets or Exceeds category of warm-up assessment.	Year Long	91% (2006/2007)	85%	91% (2006/2007) 98% (2007/2008) 92% (2008/2009) 100% (2009/2010) 100% (2010/2011)
PE - 2: Understand the concepts and strategies of individual and team games.	Written Sports Test	Score on Sports Test -- Volleyball, Basketball, Badminton	85% of eighth grade students will score in the Meets or Exceeds category on District assessments.	Year Long	93% (2006/2007)	85%	93% (2006/2007) 79% (2007/2008) 87% (2008/2009) 84% (2009/2010) 88% (2010/2011)
PE - 3: Develop in each student the attitudes necessary to maintain a physically fit and healthy body.	Student Survey	Interest and participation in physical activities outside of Physical Education class	85% of fifth grade students surveyed will participate in organized or non-organized sports at least 1 time a week or more.	Spring	94% (2006/2007)	85%	94% (2006/2007) 94% (2007/2008) 94% (2008/2009) 99% (2009/2010) 98% (2010/2011)
	Student Survey		85% of eighth grade students surveyed will participate in organized or non-organized sports at least 1 time a week or more.	Spring	96% (2006/2007)	85%	96% (2006/2007) TBD (2007/2008) 91% (2008/2009) 97% (2009/2010) 97% (2010/2011)

Educational Ends
Score Card Physical Education Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
	Student Survey	Fitness for Life: Build Positive Attitudes Scale	75% of students in seventh grade will score in the high or very high range on this scale.	Spring	82%(2006/2007)	75%	82% (2006/2007) 78% (2007/2008) 81% (2008/2009) 81% (2009/2010) 77% (2010/2011)
PE - 4: Develop in each student consideration, cooperation and respect for themselves and others in a physically active environment.	To be measured through Social Emotional End Statements						
PE - 5: Demonstrate physical competency in skills necessary to participate in lifelong physical activity.	District Skills Assessments	Score on District Skills Assessments	75% of fifth grade students will score in the Meets or Exceeds category on the Volleyball Bump Assessment.	Year Long	92%(2006/2007)	75%	92% (2006/2007) 93% (2007/2008) 97% (2008/2009) 93% (2009/2010) 96% (2010/2011)
			75% of eighth grade students will score in the Meets or Exceeds category on the Basketball Lay-up Assessment.	Year Long	82%(2006/2007)	75%	82%(2006/2007) 81% (2007/2008) 85% (2008/2009) 86% (2009/2010) 86% (2010/2011)
			75% of eighth grade students will score in the Meets or Exceeds category on the Volleyball Serve Assessment.	Year Long	72%(2006/2007)	75%	No Data (2007/2008) 79% (2008/2009) 66% (2009/2010) 79% (2010/2011)
	HRM	Knowing Heart Rate Zone and how to pace oneself while running	75% of eighth grade students will score in the Meets or Exceeds category on the Spring Heart Rate Monitor Assessment.	Spring	86%(2006/2007)	75%	86% (2006/2007) 89% (2007/2008) 85% (2008/2009) 84% (2009/2010) 76% (2010/2011)
	Locomotor Checklist	Students will demonstrate control when performing locomotor skills	75% of second grade students will score in the Meets or Exceeds category on the Locomotor Skills Assessment.	Year Long	93%(2006/2007)	75%	93% (2006/2007) 90% (2007/2008) 90% (2008/2009) 83% (2009/2010) 99% (2010/2011)

Educational Ends
Score Card Visual Arts Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
VA - 1: Students will have the skills and knowledge to produce a variety of artistic works using a broad range of materials and tools.	Elementary - Teacher Observation Checklist	Art projects will be created and skills/processes will be observed by the Art teacher according to a common, District developed checklist. (Third Grade Weaving)	80% of third grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address performance skills on at least one project per year.	Yearly	92% (2006/2007)	80%	92% (2006/2007) 90% (2007/2008) 91% (2008/2009) 95% (2009/2010) 95% (2010/2011)
	Middle School - Student Self-Evaluation/ Teacher Evaluation	Art projects will be created and specific indicators evaluated to chart success of project goals using a common District rubric. (Seventh Grade Ceramics)	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address performance skills on at least one project per trimester.	Each Trimester	95%(2006/2007)	80%	95%(2006/2007) 97% (2007/2008) 97% (2008/2009) 97% (2009/2010) 99% (2010/2011)
VA - 2: Students will understand and appreciate the value of the visual arts and its impact on personal, historic, and/or cultural expression.	Elementary School - Student Self-Reflection	Students will study architecture as a thematic focus throughout 4th grade. In the spring all 4th grade students will respond to a series of images of architecture by answering multiple choice and short-answer questions. Responses will demonstrate an understanding and appreciation of various historical and cultural aspects of architecture. A common set of images and questions will be used.	80% of the fourh grade students will meet or exceed expectations in those portions of District Visual Arts Curriculum that address the understanding and appreciation of historic periods and cultures on at least one assessment per year.	Yearly	77% (2008/2009) Pilot Data	80%	77% (2008/2009) 90% (2009/2010) 89% (2010/2011)
	Middle School - Student Self-Reflection	Art projects will be created that reflect an understanding and appreciation of historic periods and cultures. In a written self-reflection of the art work created, specific questions will be asked/evaluated to chart evidence of understanding and appreciation. A common set of questions will be used. (Seventh Grade Ceramics)	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address the understanding and appreciation of historic periods and cultures on at least one project per trimester.	TBD	96% (2007/2008) Third Trimester Pilot Data	80%	96% (2007/2008) 96% (2008/2009) 95% (2009/2010) 99% (2010/2011)

Educational Ends
Score Card Visual Arts Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
VA - 3: Students will use the visual arts as a means of communicating human thoughts, feelings and emotions.	Elementary - Teacher Observation Checklist	Art projects will be created and idea development (communication of thoughts, feelings, or emotions) will be observed by the Art teacher according to a common, District developed checklist. (Third Grade Weaving)	80% of the third grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address idea development (communication of thoughts, feelings or emotions) on one project per year.	Yearly	88% (2006/2007)	80%	88% (2006/2007) 98% (2007/2008) 95% (2008/2009) 97% (2009/2010) 96% (2010/2011)
	Middle School - Student Self-Evaluation/ Teacher Evaluation	Art projects will be created and evaluated based on specific indicators (idea development: communication of thoughts, feelings or emotions) to chart success of project goals using a common District rubric. (Seventh Grade Ceramics)	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address idea development (communication of thoughts, feelings or emotions) on at least one project per trimester.	Each Trimester	99%(2006/2007)	80%	99% (2006/2007) 97% (2007/2008) 98% (2008/2009) 98% (2009/2010) 95% (2010/2011)

Educational Ends

Score Card Critical Thinking/Problem Solving Through 2010/2011

Attachment 1

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
CP - 1: Students will develop the research and technological skills needed to access, evaluate and use information to support their learning.	Middle School Elective Class	Research project completed using technology skills	90% of students will receive a passing grade in the WWW.LA elective in grade 7 or 8.	Year long	91% (2007/2008) Pilot Data	90%	91% (2007/2008) 95% (2008/2009) 99% (2009/2010) 99% (2010/2011)
CP - 2: Students will apply the skills of analysis, synthesis and evaluation.	ISAT	Scored on Extended Response section on ISAT Reading	80% of students in fifth grade will score a "2 or above" on the Extended Response ISAT Reading response.	Spring	92% (2007/2008)	80%	92% (2007/2008) 93% (2008/2009) 93% (2009/2010) 93% (2010/2011)
	ISAT	Scored on Extended Response section on ISAT Reading	80% of students in eighth grade will score a "2 or above" on the Extended Response ISAT Reading response.	Spring	91% (2007/2008)	80%	92% (2007/2008) 93% (2008/2009) 96% (2009/2010) 90% (2010/2011)
CP - 3: Students will view problems and situations from a variety of perspectives.	Report Card Rating Scale-CB.4	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in Using Effective Problem Solving Strategies".	Spring	99% (2007-2008)	85%	99% (2007/2008) 96% (2008/2009) 98% (2009/2010) 96% (2010/2011)
CP - 4: Students will take intellectual risks considering logical consequences.	Report Card Rating Scale-CB.3.1	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	90% (2007-2008)	85%	90% (2007/2008) 97% (2008/2009) 94% (2009/2010 95% (2010/2011)
	Report Card Rating Scale-CB.1	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	99% (2007-2008)	85%	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)
CP - 5: Students will apply classroom learning to "real life" situations.	ISAT	Scored on Extended Response section on ISAT Math-Math Knowledge	80% of students in fifth grade students will score a "2 or above" on the Extended Response ISAT Math response.	Spring	92% (2007-2008)	80%	92% (2007/2008) 69% (2008/2009) 95% (2009/2010) 93% (2010/2011)
	ISAT	Scored on Extended Response section on ISAT Math-Math Knowledge	80% of students in eighth grade will score a "2 or above" on the Extended Response ISAT Math response.	Spring	93% (2007-2008)	80%	93% (2007/2008) 96% (2008/2009) 94% (2009/2010) 88% (2010/2011)

Educational Ends
Score Card Critical Thinking/Problem Solving Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
	Critical Thinking District Assessment	Fourth Grade "Simple Machines" Assessment	75% of students will score 80% or above on a District administered assessment.	Year Long	72% (Year Long)	75%	72% (2006/2007) 78% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011)
	Critical Thinking District Assessment	Fifth Grade "Reading and Thinking About Weather Data" Assessment	80% of students will earn 50% or better on a critical thinking Science assessment.	Year Long	86% (Year Long 2006/2007)	80%	86% (2006/2007) 89% (2007/2008) 93% (2008/2009) 92% (2009/2010) 86% (2010/2011)
	Final Grade on Culminating IPS Lab	Eighth Grade IPS Final Activity (Sludge)	80% of eighth grade students will score 80% or higher on a teacher administered assessment.	Spring	TBD (Spring 2008)	80%	74% (2007/2008) 84% (2008/2009) 61% (2009/2010) 73% (2010/2011)
CP - 6: Students will use a variety of techniques to learn.	Recommend To Remove						
CP - 7: Students will persevere in learning academically challenging material.	Report Card Rating Scale-CB.3.1	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	90% (2007-2008)	85%	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)
	Report Card Rating Scale-CB.1	Report Card Data	85% of students in grade seven will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	99% (2007-2008)	85%	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)

Score Card Educational Ends
Social Emotional Through 2010/2011

Attachment 1

END STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SE-1: Students will demonstrate emotional awareness & accurate self assessment while developing strategies for self improvement leading to increased self esteem.	Report Card Rating Scale-CB.3.1	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	90% (2007-2008)	85%	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)
	Report Card Rating Scale-CB.1	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	99% (2007-2008)	85%	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)
SE-2: Students will develop self-control, stress management and decision making skills while demonstrating responsibility and civil behavior.	Report Card Rating Scale-CB.3.2	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in uses self control and assumes responsible behavior.	Spring	76% (2007-2008)	85%	76% (2007/2008) 81% (2008/2009) 80% (2009/2010 82% (2010/2011)
	Report Card Rating Scale-CB.2	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in uses self control and assumes responsible behavior.	Spring	97% (2007-2008)	85%	97% (2007/2008) 95% (2008/2009) 97% (2009/2010) 95% (2010/2011)
	Middle School PowerSchool Discipline Referral Tracking System - Codes: DC, FFLP, FFHRoom, H, IBS, IA, TR	Discipline Data	90% of middle school students will not receive any discipline referrals for disruptive behavior.	Year Long	95% (2007-2008)	90%	95% (2007/2008) 93% (2008/2009) 85% (2009/2010) 88% (2010/2011)
SE-3: Students will understand the difference between intrinsic and extrinsic motivation while demonstrating goal setting skills, persistence, and initiative.	Report Card Rating Scale-CB.3.1	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	90% (2007-2008)	85%	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)
	Report Card Rating Scale-CB.1	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	Spring	99% (2007-2008)	85%	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)

Score Card Educational Ends
Social Emotional Through 2010/2011

Attachment 1

END STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SE-4: Students will understand and respect others while demonstrating tolerance and public service.	Report Card Rating Scale-CB.3.3	Report Card Data	85% of students in third grade will be rated "secure" on the Trimester 3 report cards for "Exhibiting Caring and Respectful Behavior".	Spring	90% (2007-2008)	85%	90% (2007/2008) 93% (2008/2009) 94% (2009/2010) 93% (2010/2011)
	Report Card Rating Scale-CB.3	Report Card Data	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards for "Exhibiting Caring and Respectful Behavior".	Spring	99% (2007-2008)	85%	99% (2007/2008) 98% (2008/2009) 99% (2009/2010) 99% (2010/2011)
	Report Card Rating Scale and Middle School PowerSchool Discipline referral Tracking system	Report Card Data Discipline Referral Data	90% of middle school students will not receive any discipline referrals for disrespectful and harassing behavior.	Spring	97% (2007-2008)	90%	97% (2007/2008) 93% (2008/2009) 95% (2009/2010) 90% (2010/2011)
	Climate Survey	Elementary School Climate Survey Data	75% of students responded that other students demonstrated empathetic behavior towards them.	Spring	88% (2007/2008)	75%	88% (2007/2008) 88% (2008/2009) 88% (2009/2010) 89% (2010/2011)
	Climate Survey	Middle School Climate Survey Data	75% of students responded that other students demonstrated empathetic behavior towards them.	Spring	70% (2007/2008)	75%	86% (2007/2008) 83% (2008/2009) 84% (2009/2010) 87% (2010/2011)
	Climate Survey	Elementary School Climate Survey Data	90% of student responded that other students demonstrated kindness.	Spring	97% (2007/2008)	90%	97% (2007/2008) 97% (2007/2008) 96% (2009/2010) 97% (2010/2011)
	Climate Survey	Middle School Climate Survey Data	90% of student responded that other students demonstrated kindness.	Spring	95% (2007/2008)	90%	91% (2007/2008) 89% (2008/2009) 92% (2009/2010) 93% (2010/2011)
SE-5: Students will manage conflicts and demonstrate leadership with effective communication while building bonds, working in teams, and collaborating with others.	Report Card Rating Scale-WH.3.3	Report Card Data	85% of students in grade three will be rated "secure" on the Trimester 3 report cards for "Working Collaboratively".	Spring	87$ (2007-2008)	85%	87% (2007/2008) 91% (2008/2009) 89% (2009/2010) 93% (2010/2011)

Score Card Educational Ends
Social Emotional Through 2010/2011

Attachment 1

END STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
	Report Card Rating Scale-CB.3.4	Report Card Data	85% of students in grade three will be rated "secure" on the Trimester 3 report cards for "Uses Effective Problem Solving Strategies"	Spring	79% (2007-2008)	85%	79% (2007/2008) 88% (2008/2009) 87% (2009/2010) 87% (2010/2011)
	Report Card Rating Scale-CB.4	Report Card Data	85% of students in grade seven will be rated "secure" on the Trimester 3 report cards for "Uses Effective Problem Solving Strategies".	Spring	99% (2007-2008)	85%	99% (2007/2008) 96% (2008/2009) 98% (2009/2010) 96% (2010/2011)
	Climate Survey	Elementary Climate Survey Data	70% of students in grade three through five responded that other students do not show aggressive behavior towards them.	Spring	59% (2007/2008)	70%	59% (2007/2008) 58% (2008/2009) 62% (2009/2010) 65% (2010/2011)
	Climate Survey	Middle School Climate Survey Data	70% of students in grade six through eight will respond that other students do not show aggressive behavior towards them.	Spring	62% (2007/2008)	70%	62% (2007/2008) 63% (2008/2009) 66% (2009/2010 65% (2010/2011)

Meeting the Needs of the Whole Child - Educational Ends

Educational Ends Area	06-07 Green	07-08 Green	08-09 Green	09-10 Green	10-11 Green	06-07 Yellow	07-08 Yellow	08-09 Yellow	09-10 Yellow	10-11 Yellow	06-07 Red	07-08 Red	08-09 Red	09-10 Red	10-11 Red
Language Arts	6	7	8	10	8	3	3	2	2	1	1	1	1	0	1
Math	10	7	9	9	8	5	4	1	0	3	9	3	4	1	2
FLES	6	5	7	4	6	1	3	1	0	0	1	0	0	0	0
Instrumental Music	1	2	2	3	3	0	0	0	0	0	1	1	1	0	0
General Music	1	5	6	6	6	1	1	1	1	0	0	0	0	0	1
Physical Education	10	8	13	11	13	2	2	0	2	0	1	2	0	0	0
Science	3	3	9	6	8	4	7	1	2	1	0	0	0	0	0
Social Studies	2	5	2	1	2	3	4	4	7	5	1	0	3	1	2
Health	4	4	4	2	2	4	4	2	1	5	0	2	2	2	1
Visual Arts	5	5	5	6	6	0	0	1	0	0	0	0	0	0	0
Critical Thinking	0	10	11	11	12	0	2	0	0	1	0	0	1	1	0
Social Emotional	0	12	16	15	15	0	4	2	4	2	0	1	1	0	0
# of Assessments	48	73	92	84	89	23	34	15	19	18	14	10	13	5	7
Percent	56%	62%	77%	78%	78%	27%	29%	13%	17%	16%	16%	9%	11%	5%	6%

Total number of Assessments 2006/2007	85
Total Number of Assessments 2007/2008	117
Total Number of Assessments 2008/2009	120
Total Number of Assessments 2009/2010	108
Total Number of Assessments 2010/2011	114

ISAT (Illinois Standards Achievement Test)

This section of the report will provide background information on ISAT and share data regarding student performance on the 2011 ISAT administered to third-eighth grade students in March 2011. Information contained in each school's and the District's State Report Cards regarding Adequate Yearly Progress (AYP) will also be discussed. A brief overview of how ISAT data is used to drive instructional improvement is also provided.

I. 2011 ISAT AND AYP BACKGROUND

This was the sixth year that the Illinois State Board of Education (ISBE) administered the current ISAT assessment that measures student learning in relation to the Illinois Learning Standards. As such, this is a standardized criterion referenced assessment that is used to measure and compare how all students in the state are performing. All students third-eighth grade are tested in Reading and Math using multiple choice questions as well as extended response questions in which students must explain their thinking in writing. Fourth and seventh grade students are also assessed in Science using multiple-choice questions only.

ISAT Scores and Performance Levels

A numerical score (scale score) is derived for each student's performance on the various subject tests. Based on expected grade level performance, scores are divided into four performance levels:

- Exceeds Standards
- Meets Standards
- Below Standards
- Academic Warning

ISBE provides scoring information at the district, school and individual student levels. A report entitled *Individual Student Report* is sent home each fall to parents and provides individual student results in the form of scale scores, a corresponding performance level and national percentile ranks for the Reading, Math and Science tests.

NCLB and AYP

In addition to providing information on individual student achievement, ISAT scores are used as the sole indicator to comply with the federal No Child Left Behind Act of 2001 that requires all students in third – eighth grades be tested annually in Reading and Math. The purpose behind this federal act is to ensure that the achievement of all students is being measured and that over time, the number of students who meet established standards increases so that **by the year 2014, 100% of students in every school would meet or exceed their state's learning standards.**

Schools are expected to make adequate yearly progress (AYP) toward the goal of 100% proficiency. Each state developed a timeline that specified the annual academic performance target that a school must make to be considered on track for 100% proficiency by 2014. Illinois developed a timeline that increases the percentage of students required to meet or exceed standards by 7.5% per year.

In addition to looking at student performance as one total aggregated group, NCLB also requires schools to disaggregate students into subgroups and determine the performance level of each subgroup. According to federal and state guidelines, a school must have **45 students in a subgroup to require reporting** of the performance for that subgroup. Therefore, each subgroup at each school is only measured for AYP achievement if they contain 45 students. Examples of subgroups include Economically Disadvantaged students, Limited English Proficient students, Students with Disabilities (IEPs), Hispanic, etc. Typically, the only subgroup that District 64 schools will qualify as having is a subgroup of *Students with Disabilities*.

Both individual schools and the district as a whole must demonstrate AYP. Three conditions are required for making AYP in a given year:

1. **Academic Performance**

This past year the ISBE set the goal that **85% of all students must score in the combined "Meets or Exceeds" category on *both* the Math and Reading ISAT to achieve AYP. Each subgroup must also have 85% or greater** of the students in that subgroup score in the "Meets or Exceeds" level to meet AYP.

A Safe Harbor provision is allowed if subgroups do not meet the targeted level of performance. A 95% confidence interval can be applied based on that subgroup's results from previous years. If a school or district fails to make AYP solely because the Students with Disabilities (IEP) subgroup does not make the targeted percent of students meeting or exceeding standards, the state does provide a flexibility provision that allows a school or district's subgroup to meet Safe Harbor by reducing the percent of students not meeting standards by 10% from the previous year.

2. **Student Participation in Testing**

At least 95% of all students in every group must be tested in Mathematics to achieve AYP.

3. **Attendance**

A minimum target for annual student attendance must be met. This past year, each school had to demonstrate that they had an attendance rate of 91% to qualify for AYP.

Schools are required to annually report achievement results and AYP status to parents and the community through a *State Report Card* that is developed for each school and the district each fall. In addition to data on student performance, this report also provides demographic and financial data.

II. DISTRICT 64 ISAT 2011 RESULTS

A. District vs. State Averages

Students in District 64 continue to perform very well on the ISAT. This year, as in previous years, **a very high percentage of our students continue to meet or exceed the Illinois State Standards**. Attachment 1 shows our 2011 performance in Reading,

Math, and Science by grade level in comparison to the State average. As would be expected, our students exceed state averages in every subject at every grade level.

B. ISAT Scores by Grade Level Over Time

Attachment 2 shows current District 64 2011 ISAT results for each grade level along with the results from the past five years. We believe that it is beneficial to examine grade level results over time to look for trends in student performance. Overall, when we examine the percentage of students who score at the "Meets or Exceeds" level, our scores have shown small increases over time. Comparing this year to last year, both 4th and 7th grade showed increases in Science, all grade levels except 6th and 8th showed increases in Math, and all grade levels except 4th and 8th showed increases in Reading.

Breaking the grade level scores down by performance level and analyzing these results over time reveals many positive trends.

- One positive trend we see when we examine ISAT results over time by performance level is a **reduction in most grades in the percentage of students who scored in the Below Standards or Academic Warning level**. In Math, the percentage of students scoring at these levels decreased at 3rd, 4th 5th and 7th grades. In Reading, the percentage of students in the "Below or Warning" level decreased in 3rd, 5th, 6th and 7th grades. Decreases were also seen in Science at both 4th and 7th grade. We believe that the percentage of students scoring below standards may be attributable to our District's emphasis on RtI and using data to identify and provide interventions to students who may be at risk for not meeting standards.
- Another positive trend seen in Attachment 2 is an **increase in the percentage of students who score at the Exceeds level**. The percentage of students scoring at the Exceeds level in Math **increased at every grade level** as compared to the previous year. In Reading, the percentage of students scoring at the Exceeds level increased at 4th, 6th, 7th and 8th grades. Increases were also seen at both grade levels tested in Science. We believe that this upward trend in Exceeds scores in Math, Reading and Science might be attributed to the District's emphasis on examining and using test data to plan more differentiated instruction and to be more aware of what level of performance is needed to score in the Exceeds range.

C. 2011 District 64 AYP Results

As previously stated, 85% of all students must score in the combined "Meets or Exceeds" category on *both* the Math and Reading ISAT to achieve AYP. In addition, each subgroup must also have 85% or greater of the students in that subgroup score in the "Meets or Exceeds" level to meet AYP.

Based on our strong collective scores, the District did achieve AYP in 2011. A copy of the District's AYP report for 2011 is included as Attachment 3. When looking at the performance of all students, 93.6% Met or Exceeded standards in Reading and 95.2% Met or Exceeded in Math. At the District level, we had subgroups in the following categories: White, Hispanic, Asian, Two or More Races, LEP (Limited English Proficient), Students with Disabilities and Economically Disadvantaged.

The 95% Confidence Interval and Safe Harbor provision were used to determine that our Students with Disabilities subgroup made AYP.

At the school level, all but two of our schools made AYP. Emerson and Washington Schools did not meet AYP this year. While overall results were strong in these schools, they did not make AYP based on scores in the Students with Disabilities (IEP) subgroup. Even with the Safe Harbor provision, it can be difficult for this particular subgroup, who we know have learning difficulties, to meet the demands of AYP. We predict that increasing numbers of districts, many of them in our commonly used comparison group, did not make AYP this year for similar reasons.

III. INSTRUCTIONAL OPPORTUNITIES

The District continues to analyze ISAT results for insights into instructional improvement at the systems (curricular) level, building level, group level and individual level. Results are shared with administrators, Quality Improvement Teams (QITs), staff members and individual grade levels at buildings to carefully examine these results, look for patterns and trends, and plan improvement strategies. ISAT data is also examined as part of our RtI initiative during grade level problem solving meetings. We use ISAT results for our District to improve instruction and ultimately student learning. Our goal is to assist principals and teachers to use the ISAT data as they plan instruction. Specific steps to accomplish this goal continue to include:

- Work with principals, core curriculum specialists, and teachers to interpret and analyze ISAT data. This is accomplished by examining District, school and individual student data in each area tested.
- Results for student performance in sub-categories within each curricular area are also examined for insights into particular areas of curricular strengths or weaknesses.
- Share ISAT results with schools and QIT's and examine differences in school results to determine instructional ideas that can be shared with other schools to help with continuous improvement efforts.
- Principals and teachers examine student results for those students who score at the "Warning" or "Below" level in any academic area and also examine those students whose MAP scores predict they will not meet standards on the ISAT in Reading and/or Math. Academic support is provided to these students as needed.
- Work with teachers using the INFORM data management system to examine ISAT data along with MAP and other assessments to look for correlations between the various sources of assessment data.

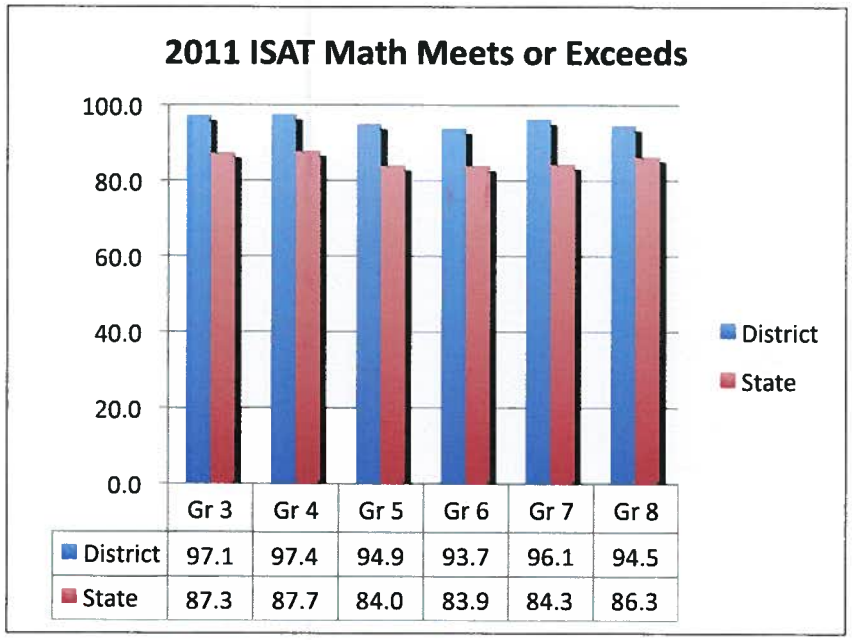
IV. CELEBRATIONS AND CONCLUSIONS

Our students continue to perform well on the ISAT in the areas of Math, Reading, and Science. Longitudinal data shows that in the six years that the current ISAT test has been given, we have seen improvement in Math and Reading scores, particularly in the number of students scoring in the "exceeds" level.

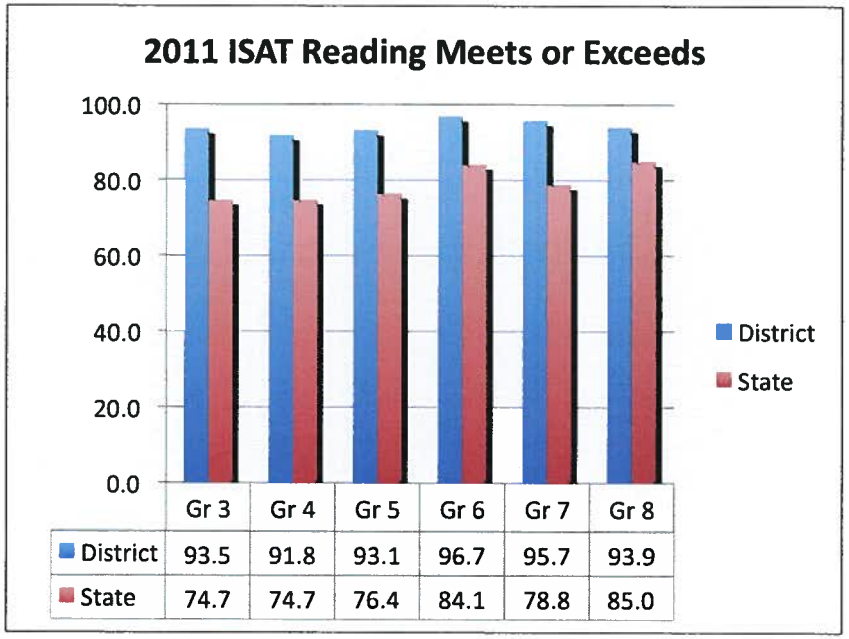
We predict that our total student body at each school and in the District as a whole should continue to perform at the percentage levels needed to make AYP (92.5% "Meets or Exceeds" standards next year). IEP subgroups may continue to have difficulty reaching this increased target or the requirements for growth in the Safe Harbor provision.

Administration and curriculum specialists will continue to work with curriculum committees and the teaching staff at the buildings to use ISAT as one piece of data regarding student learning. Information from this test as well as other assessments will be used in making instructional decisions for individuals and groups of students and making curricular decisions for schools and the District as a whole.

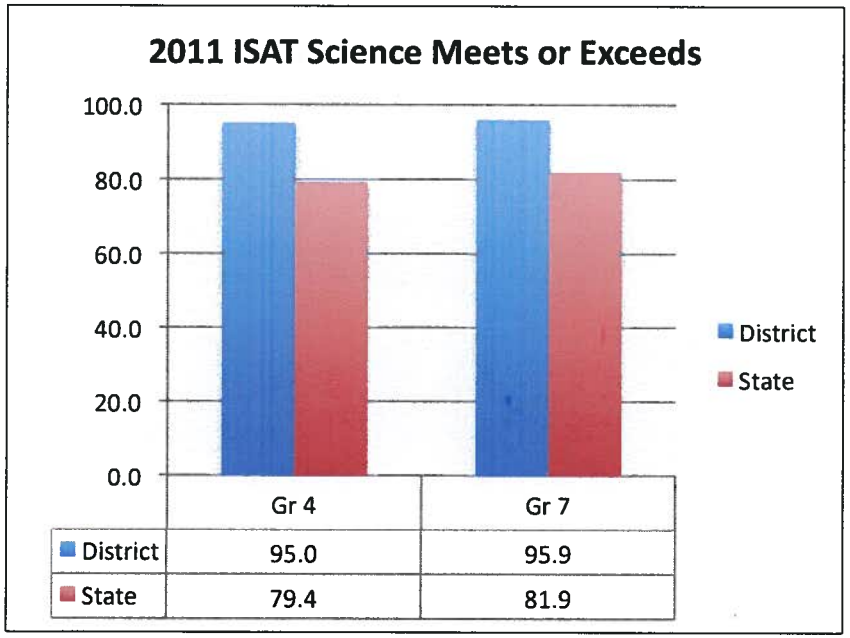
DB:km
Attachment



	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
District	97.1	97.4	94.9	93.7	96.1	94.5
State	87.3	87.7	84.0	83.9	84.3	86.3



	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
District	93.5	91.8	93.1	96.7	95.7	93.9
State	74.7	74.7	76.4	84.1	78.8	85.0

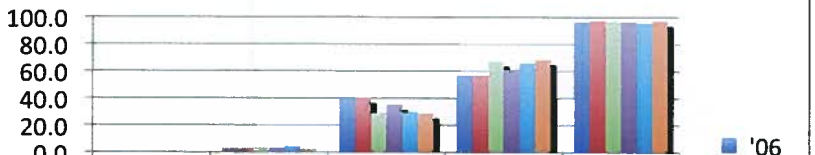


	Gr 4	Gr 7
District	95.0	95.9
State	79.4	81.9

Attachment 1

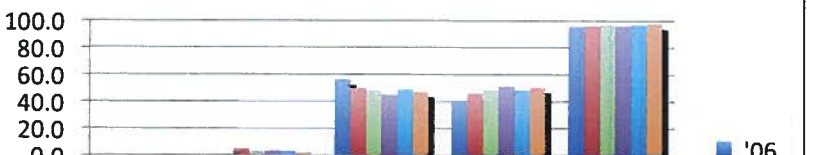
3rd – 5th Grade Math

3rd Grade - 2011 ISAT Math



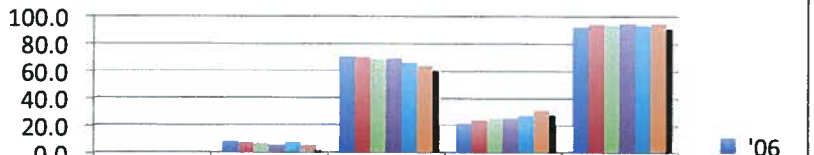
	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.6	3.0	39.5	56.5	96.0
'07	0.0	3.0	40.0	57.0	97.0
'08	0.0	3.6	29.1	67.3	96.4
'09	0.5	3.3	35.0	61.2	96.3
'10	0.6	4.3	29.4	65.7	95.1
'11	0.4	2.6	28.7	68.4	97.1

4th Grade - 2011 ISAT Math



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.2	0.4	56.0	39.6	95.6
'07	0.0	5.0	50.0	46.0	96.0
'08	0.0	3.2	48.3	48.5	96.8
'09	0.7	3.5	44.7	51.2	95.9
'10	0.0	3.1	48.7	48.2	96.9
'11	0.6	2.0	47.0	50.4	97.4

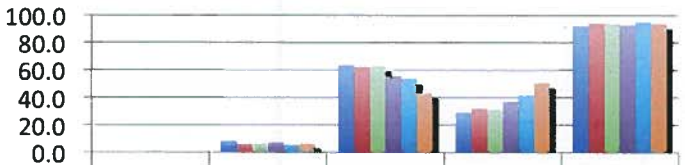
5th Grade - 2011 ISAT Math



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.0	7.6	70.6	21.4	92.0
'07	0.0	7.0	70.0	24.0	94.0
'08	0.2	6.3	68.4	25.2	93.6
'09	0.0	5.2	69.2	25.5	94.8
'10	0.0	6.9	65.7	27.4	93.1
'11	0.0	5.1	63.6	31.3	94.9

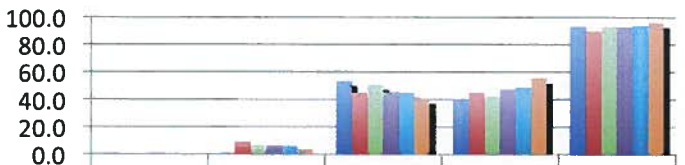
6th – 8th Grade Math

6th Grade - 2011 ISAT Math



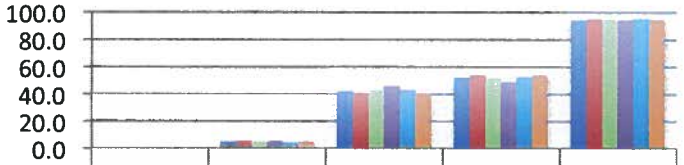
	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.0	8.0	63.0	28.8	91.8
'07	0.0	6.0	62.0	32.0	94.0
'08	0.0	6.2	62.5	31.3	93.8
'09	0.4	7.2	55.5	36.8	92.4
'10	0.0	5.3	53.2	41.5	94.7
'11	0.0	6.3	43.2	50.5	93.7

7th Grade - 2011 ISAT Math



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.6	0.8	53.1	40.0	93.1
'07	0.0	9.0	45.0	45.0	90.0
'08	0.4	6.7	50.7	42.3	93.0
'09	0.8	6.5	45.4	47.4	92.8
'10	0.4	6.0	44.8	48.8	93.7
'11	0.2	3.7	40.7	55.4	96.1

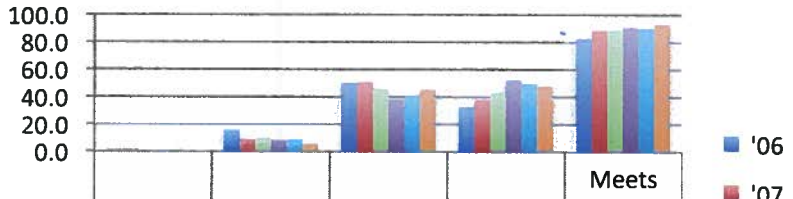
8th Grade - 2011 ISAT Math



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.6	5.3	42.0	51.9	93.9
'07	0.0	6.0	41.0	54.0	95.0
'08	0.4	5.2	42.8	51.6	94.4
'09	0.2	5.5	45.8	48.5	94.3
'10	0.4	4.4	42.8	52.4	95.2
'11	0.2	5.3	40.5	54.0	94.5

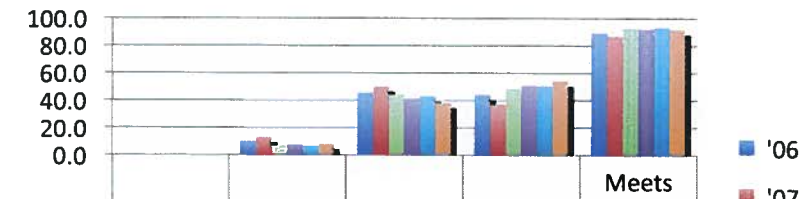
3rd – 5th Grade ISAT Reading

3rd Grade -2011 ISAT Reading



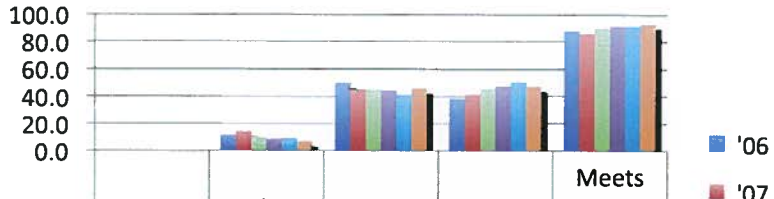
	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	1.5	15.5	50.0	32.8	82.8
'07	2.0	9.0	51.0	38.0	89.0
'08	1.1	9.8	45.9	43.2	89.1
'09	0.9	8.2	38.6	52.3	90.9
'10	1.2	8.6	40.7	49.4	90.1
'11	0.8	5.7	45.5	48.0	93.5

4th Grade - 2011 ISAT Reading



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.4	10.0	45.4	44.0	89.4
'07	0.0	13.0	50.0	37.0	87.0
'08	0.0	6.9	44.2	48.8	93.0
'09	0.4	7.6	41.1	50.9	92.0
'10	0.0	6.7	42.8	50.6	93.3
'11	0.2	8.0	37.9	53.9	91.8

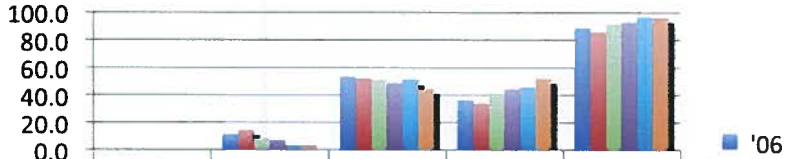
5th Grade - 2011 ISAT Reading



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.2	11.4	49.7	38.1	87.8
'07	0.0	14.0	45.0	41.0	86.0
'08	0.0	9.8	44.9	45.3	90.2
'09	0.2	8.5	44.2	47.1	91.3
'10	0.0	8.9	40.9	50.2	91.1
'11	0.0	6.8	45.9	47.2	93.1

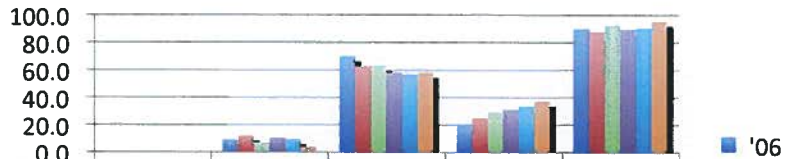
6th- 8th Grade Reading

6th Grade - 2011 ISAT Reading



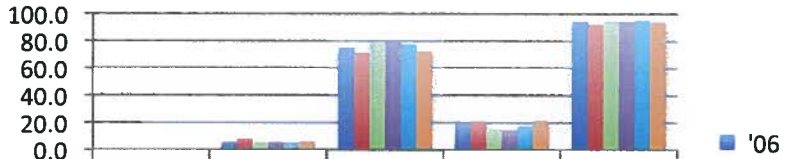
	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.0	11.0	52.9	36.0	88.9
'07	0.0	14.0	52.0	34.0	86.0
'08	0.0	8.2	50.7	41.1	91.8
'09	0.2	7.0	48.5	44.3	92.8
'10	0.2	3.3	51.1	45.4	96.5
'11	0.0	3.3	44.6	52.1	96.7

7th Grade - 2011 ISAT Reading



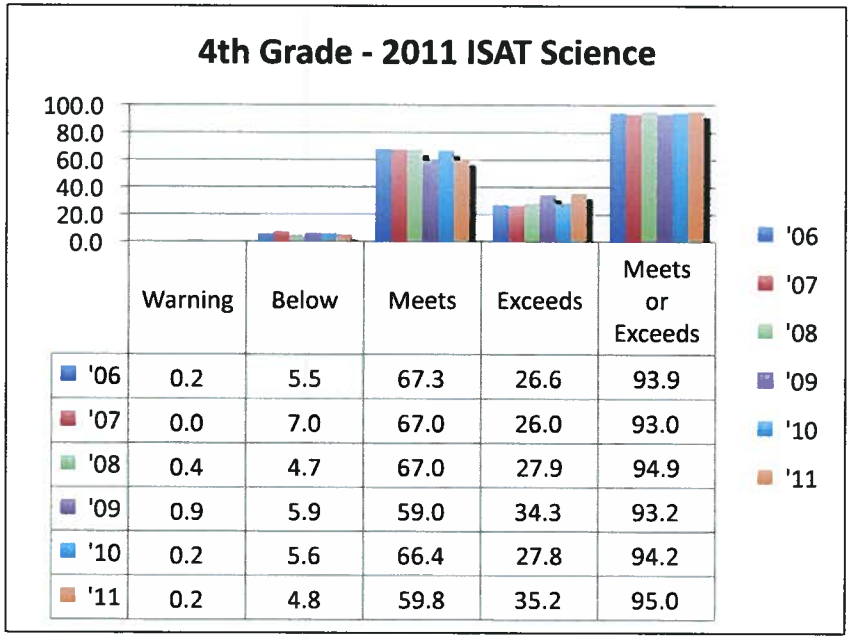
	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.2	9.1	69.9	20.3	90.2
'07	0.0	12.0	63.0	25.0	88.0
'08	0.0	7.2	63.4	29.4	92.8
'09	0.0	10.4	58.3	31.2	89.6
'10	0.2	9.3	56.9	33.5	90.5
'11	0.2	4.1	58.3	37.4	95.7

8th Grade - 2011 ISAT Reading

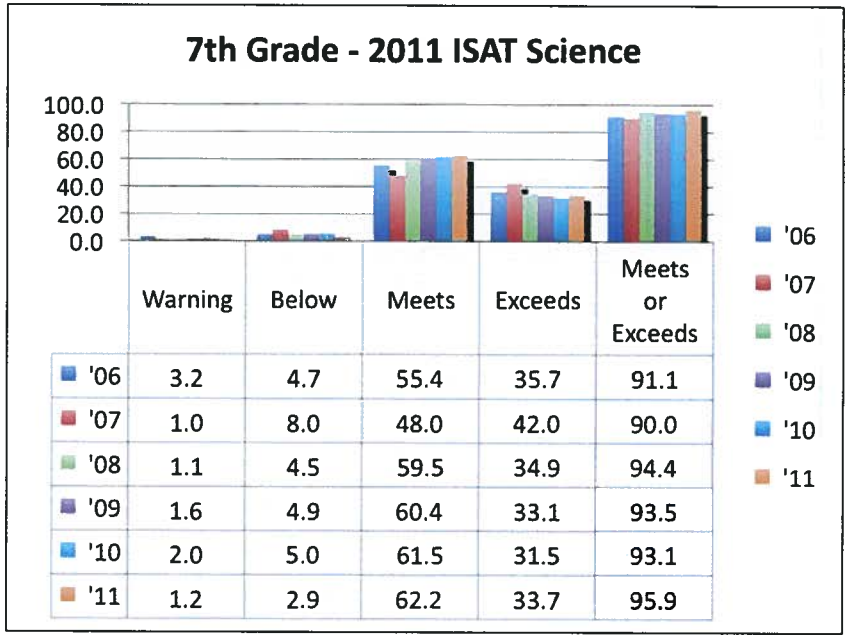


	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.0	5.5	74.9	19.4	94.3
'07	0.0	8.0	71.0	21.0	92.0
'08	0.0	5.6	79.2	15.3	94.5
'09	0.4	5.5	79.7	14.4	94.1
'10	0.0	5.0	77.5	17.5	95.0
'11	0.0	6.1	72.4	21.5	93.9

4th and 7th Grade Science



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	0.2	5.5	67.3	26.6	93.9
'07	0.0	7.0	67.0	26.0	93.0
'08	0.4	4.7	67.0	27.9	94.9
'09	0.9	5.9	59.0	34.3	93.2
'10	0.2	5.6	66.4	27.8	94.2
'11	0.2	4.8	59.8	35.2	95.0



	Warning	Below	Meets	Exceeds	Meets or Exceeds
'06	3.2	4.7	55.4	35.7	91.1
'07	1.0	8.0	48.0	42.0	90.0
'08	1.1	4.5	59.5	34.9	94.4
'09	1.6	4.9	60.4	33.1	93.5
'10	2.0	5.0	61.5	31.5	93.1
'11	1.2	2.9	62.2	33.7	95.9

Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

05-016-0640-04 **Park Ridge CCSD 64**

2011 Adequate Yearly Progress (AYP) Information

Calculated based on 09/19/11 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	Yes
Is this district making AYP in reading?	Yes
Is this district making AYP in mathematics?	Yes

Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	No
2011-12 Federal Improvement Status	
2011-12 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
ALL	100.0	Yes	100.0	Yes	93.6		Yes	95.2		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	94.0		Yes	95.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	88.6		Yes	92.4		Yes				
Asian	100.0	Yes	100.0	Yes	90.1		Yes	93.4		Yes				
Native Hawaiian Pacific Islander														
Native American														
Two or more races	100.0	Yes	100.0	Yes	97.2		Yes	98.6		Yes				
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	99.8	Yes	70.1	69.4	Yes	73.3	74.9	Yes	95.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	87.8		Yes	91.6		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91.0% attendance rate for non-high schools and at least 82.0% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2010.

** Safe Harbor Targets of 85.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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NWEA MAP ASSESSMENTS

This section of the report will provide background information on the NWEA Measures of Academic Progress (MAP) assessment and describe how it differs from other standardized norm referenced tests. Student performance from the 2010-11 school year will be shared. An overview of how MAP data is used to drive instructional improvement is also provided.

I. OVERVIEW OF MAP

MAP is a unique standardized test that varies from ISAT and other norm referenced achievement tests in a number of ways. While it is similar to ISAT in that it is aligned to state standards, it differs most dramatically in that it is a computerized adaptive test. This means that it dynamically adapts the questions each child is asked depending on how the child answered on the previous question. Adaptive testing captures a child's current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next.

Another significant difference is that MAP assessments can measure academic growth over time, independent of grade level or age. MAP results are reported using a RIT scale. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year. This type of score also makes it possible to calculate accurate class or school averages. In addition to RIT scores, national norms are available for comparison to individual or group results.

Perhaps most importantly, educators receive results in a timely manner so that the information can have immediate application to teaching and learning. Unlike ISAT or other standardized tests, teachers can see their students' results at the end of a testing session, rather than waiting months for results to be returned from the testing company.

Students Tested

District 64 students take the following tests:

Grade 2	Reading & Math	Winter Only
Grade 3	Reading & Math	Fall & Spring
Grade 4	Reading & Math	Fall & Spring
	Language Arts	Spring
Grade 5	Reading & Math	Fall & Spring
Grade 6	Reading & Math	Fall & Spring
Grade 7	Reading & Math	Fall & Spring
Grade 8	Reading, Math & Language Arts	Fall

II. DISTRICT 64 2010-11 RESULTS

District 64 versus National NWEA RIT Scores

As would be expected, District 64 students continue to achieve at levels higher than national norms. Attachment 1 graphically shows the District 64 Fall 2010 and Spring 2011 mean RIT scores for each grade level versus national NWEA RIT norms for these same testing times.

District 64's Mean RIT Over Time

District 64 has been administering the MAP test to 3rd-8th grade students for five years. Attachment 2 displays our Mean RIT scores for Reading and Math over time. As shown in this graph, the Mean RIT in Reading has increased at all grade levels 3rd-8th over this five year period of time with Spring 2011 Mean RIT scores close to or over 1.0 RIT points higher than the same testing period in 2010. Mean RIT scores in Math have also increased over time with some grade levels showing greater growth than others.

Projected Performance and Growth Distribution

As stated previously, a major benefit of MAP assessments is the opportunity to measure an individual student's academic growth. Growth targets can be developed from the normative data to predict anticipated growth for a particular student from one year to the next. Growth targets are established based on the 2008 normative data study. This study examined students at each grade level and looked at their growth from fall to spring.

Growth targets can be used to set specific learning goals for a below-proficient student to increase the odds of reaching proficiency. Growth targets can also be used to encourage schools to pay attention to students who have already met proficiency standards and design appropriately challenging instruction to meet their needs. MAP reports place students into one of the following four categories:

- (G+P+) Students are above typical growth and above projected proficiency on the state exam (ISAT).
- (G-P+) Students are below typical growth, but remain above projected proficiency on the state exam (ISAT).
- (G-P-) Students are below typical growth and below projected proficiency on the state exam (ISAT).
- (G+P-) Students are above typical growth but remain below projected proficiency on the state exam (ISAT).

For the past three years, we have monitored students in the District as to whether they are making their predicted growth targets and their projected performance on the ISAT state assessment. Attachment 3 provides District and school level results on growth targets and expected proficiency for Reading and Math. It shows the percent of students in each of the four categories. It also shares the percent of students who reached their growth targets and the percent of students who are projected to be proficient on the state exam. The "Percentage of Students who met or exceeded their Target RIT" represents the percentage of students who have met their individual RIT target. As an example, in a school of 400 students, if 200 met or exceeded their Target RIT the percentage would be 50%. This statistic is related to individual student growth.

2011 District 64 ISAT results mirror the projected results from MAP. Although the vast majority of our students are projected to be proficient on the state exam and do in fact score in the Meets or Exceeds categories, many are not reaching their full growth targets according to MAP projections. In NWEA partner districts that perform well in terms of growth, about 70% of students meet or exceed average growth. During the 2010-11 school year, 56.4% of students reached their full growth target in Reading and 60.2% of students reached their full growth target in Math.

We are able to provide District, school and individual classroom reports that share which students fall into each category. Teachers have received some training regarding growth targets and expected levels of proficiency on the ISAT, however additional emphasis on how this information can be used to increase student achievement is needed. We also need increased emphasis on providing appropriately challenging instruction to those students who meet ISAT standards but are not reaching their MAP growth targets. Strategy II of the District Strategic Plan (individual goal setting) and Strategy IV (using data to provide differentiated instruction) are designed to address these needs.

District Summary Reports by Grade

NWEA provides District Summary Reports by Grade according to the Illinois State Standards. This report is included as Attachment 4. This report documents areas of relative strength or weakness within our own curriculum. It highlights areas where we might want to provide increased instructional emphasis. Areas of possible emphasis are in ***bold italic*** and represent areas in which we score three points lower than the mean RIT score. Areas of relative strength are reported as **bold underlined** and represent instructional areas in which we score three points above the mean RIT score. As you can see from these reports, Geometry continues to stand out as an area of strong performance in Mathematics at several grade levels, whereas Number Sense is an area to further emphasize at the younger grade levels. This data is analyzed in more depth by both our Student Learning Department and the individual building QITs and used as part of our continuous curricular improvement process.

III. INSTRUCTIONAL OPPORTUNITIES

Teachers are able to generate numerous reports for their students using MAP data. A sample of a 5th grade teacher's report is included in Attachment 5. This report breaks the students' RIT scores down by specific instructional goal areas that are aligned with Illinois Learning Standards in Reading and Math. Teachers can use the data from this report to plan for differentiated instruction in the classroom.

DesCartes

The DesCartes report is another beneficial tool that helps teachers to match instruction to students' current instructional levels. A sample DesCartes report is located in Attachment 6. By referencing a student's RIT score in DesCartes, teachers gain an indication of what skills and concepts a student understands, what skills the student is developing, and what skills need to be introduced and will be academically challenging. This information assists teachers in determining appropriate instructional emphasis for each individual student or for groups of students.

Using Data to Plan Instruction

Using the RtI problem solving approach, grade level or team level groups of teachers carefully examine the fall and spring MAP data to gain important information about their students' current level of achievement and instructional needs. Working in groups, teachers examine which students might need additional support and which students are ready for curricular acceleration or enhancement. This information is combined with information from other assessments, such as the DIBELS reading fluency measure and locally developed classroom assessments, to determine which students would benefit from support from our Literacy teachers or Math Connections program in middle school. Teachers also use these assessment results to group students for instruction on specific skills within their classroom or between classrooms.

Analysis of MAP results also reveals where instruction is strong and producing desired results and which skills need to receive additional emphasis. Classroom teachers can use this information to determine instructional pacing. If for example, the class results indicate that the majority of students have mastered a specific skill, the teacher may choose to focus instructional time on more advanced skills with the majority of students and work in a small group setting to further develop the skill with those few students who have not demonstrated mastery.

We also use data from the MAP assessments to identify students for the Channels of Challenge program and other informal enrichment opportunities. Now that we have five years of data on our students, we have been able to develop local norms and consequently identify which students score significantly higher than their local District 64 peers.

Maine Township High School District 207 uses MAP data as part of the process to place all eighth grade students into classes as freshman. All eighth grade students in Districts 62, 63, 64 and the private schools now take MAP assessments. These assessments are used as part of the process to place students at the high school.

Next Steps

1. We continue to provide all teachers in grade three through eight with a Class Summary of their student results. This summary shows which students have not met their goal targets in the past. It also shares which students are not projected to "meet or exceed" standards based on MAP assessment for the 2012 ISAT. Teachers are expected to use this data as they meet in problem solving teams during the school year and plan interventions and differentiated instruction.

2. We continue to provide education on MAP data for principals, curriculum specialists and teachers. In addition to reports from MAP, we highlight how the INFORM student achievement database can be used to analyze student data from a variety of assessment measures. We now have results from MAP, ISAT, DIBELS, middle school grades and some other locally developed assessments available on this database. Teachers can access scores from these various assessments for a single student or their entire class.

3. We continue to encourage teachers who have the majority of their students reaching growth targets to share effective instructional strategies and ideas they use with other grade level, department and building colleagues. In particular, we strive to know what practices they have used to work with students to achieve their individual growth target goals, how they have involved the students in goal setting as well as how they have involved parents. Ideas gained from these discussions are being shared with the committee that will be working on Strategic Plan Strategy II – Individual Goal Setting.

4. We are working directly with schools and their Quality Improvement Teams (QITs) as they analyze assessment data and establish improvement goals for their buildings.

5. We continue to highlight for both our teachers and community how the use of assessment data relates to our Strategic Plan Mission and the specific work of Strategy II – Goal Setting and Strategy IV – Differentiated Instruction.

IV. CELEBRATIONS AND CONCLUSIONS

Conclusions

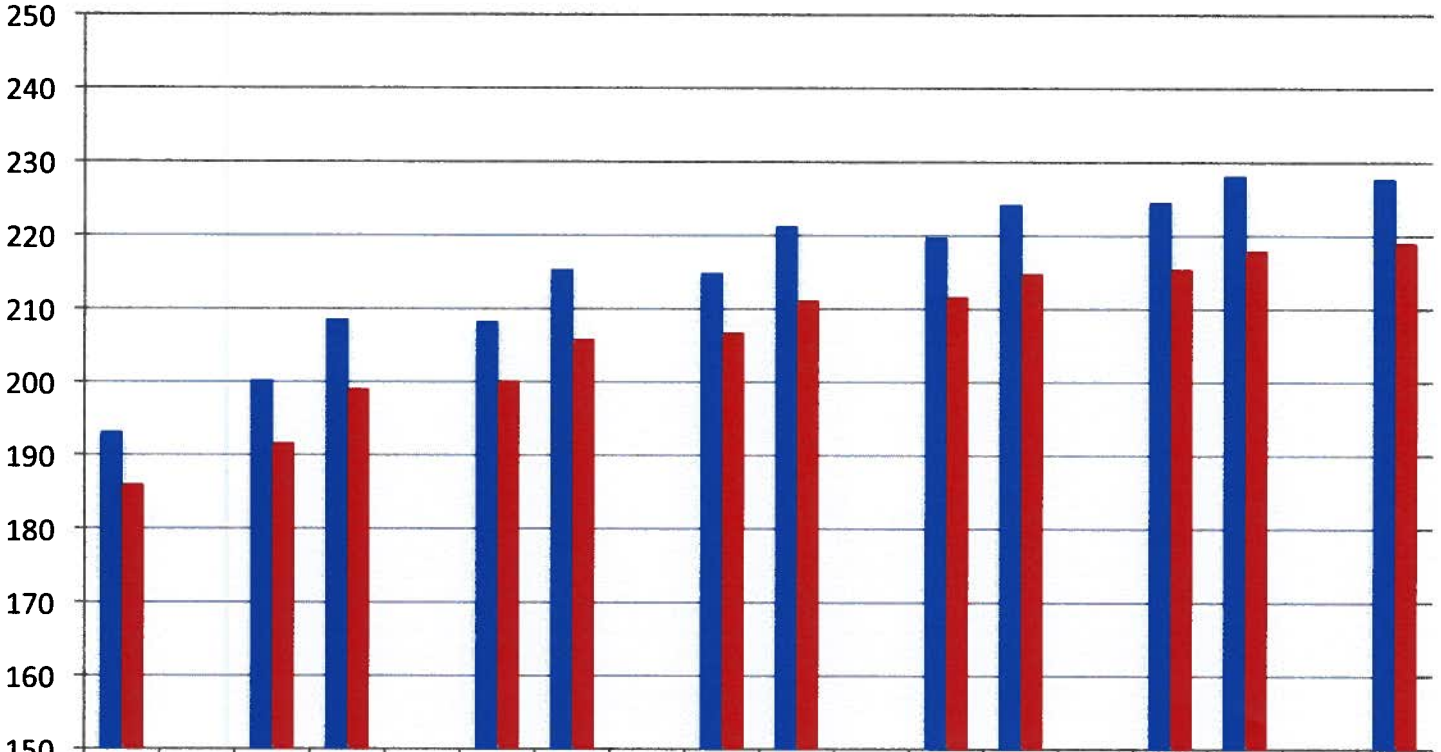
We are pleased with the fifth year of this assessment measure and the results our students have achieved. Online test administration continues to go smoothly in all buildings and is well received by our students. Over 3,000 students in our District take the MAP assessments generated on computers in grades two through eight.

Celebrations

- Overall, our results continue to demonstrate that District 64 students score well above national averages.
- Looking at our MAP data over time, the mean RIT scores in Reading are the **highest they have been at all grade levels since we began this testing in the fall of 2006.** This is also true in the breakout categories of Word Analysis/Vocabulary, Reading Strategies/Comprehension, Literature and Literary Works. This increase may be attributable to our new Reading curriculum and/or the increased literacy support available at all grade levels.
- Literature and Literary Works continue to be the highest area of achievement for students in upper elementary and middle school grade levels.
- The mean RIT scores in Math are also the **highest they have been at all grade levels since we began this testing in the fall of 2006.**
- Staff members see the benefits of the MAP test and are regularly using MAP results as an indicator of student learning.

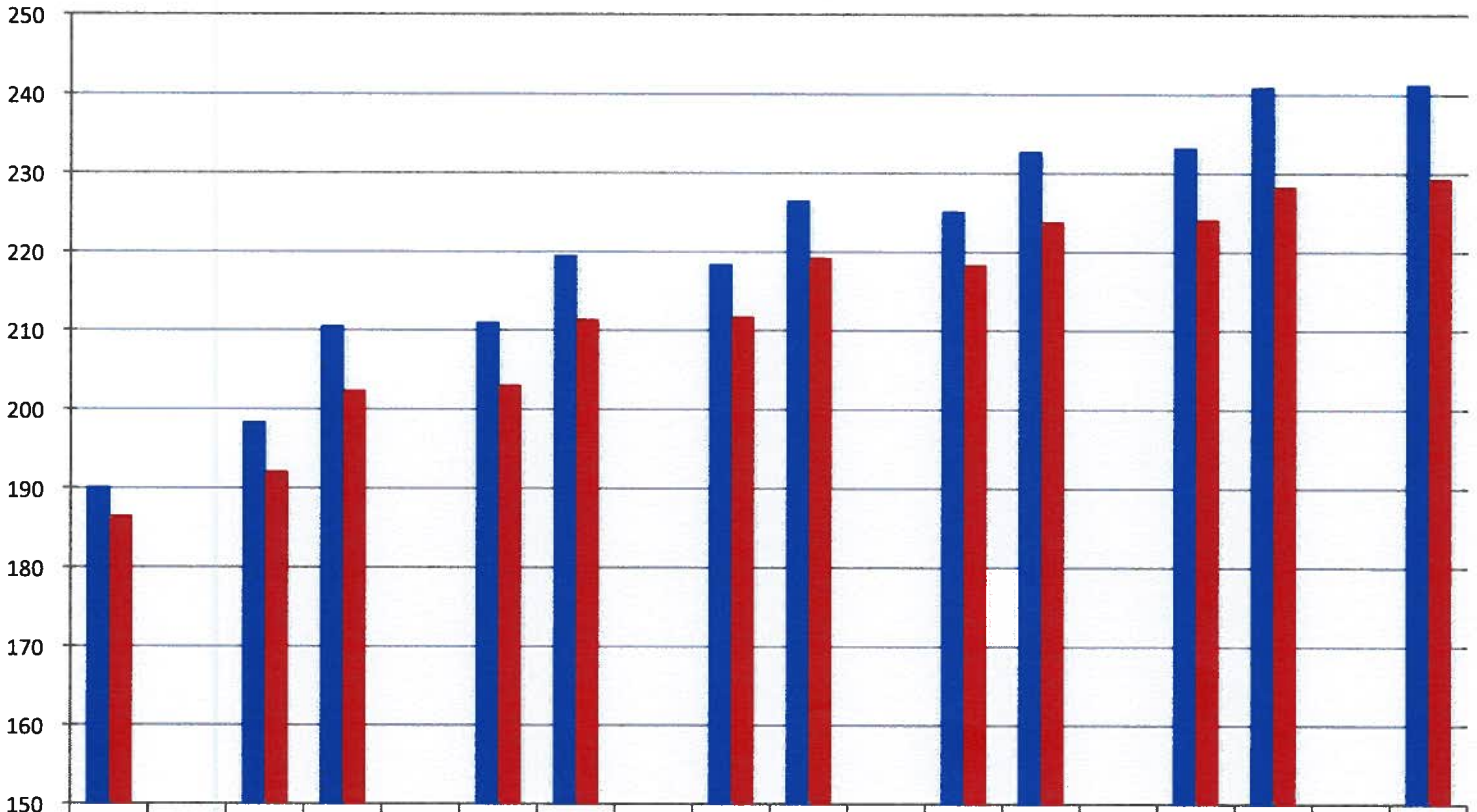
DB:km
Attachment

MAP 2010/2011 Reading



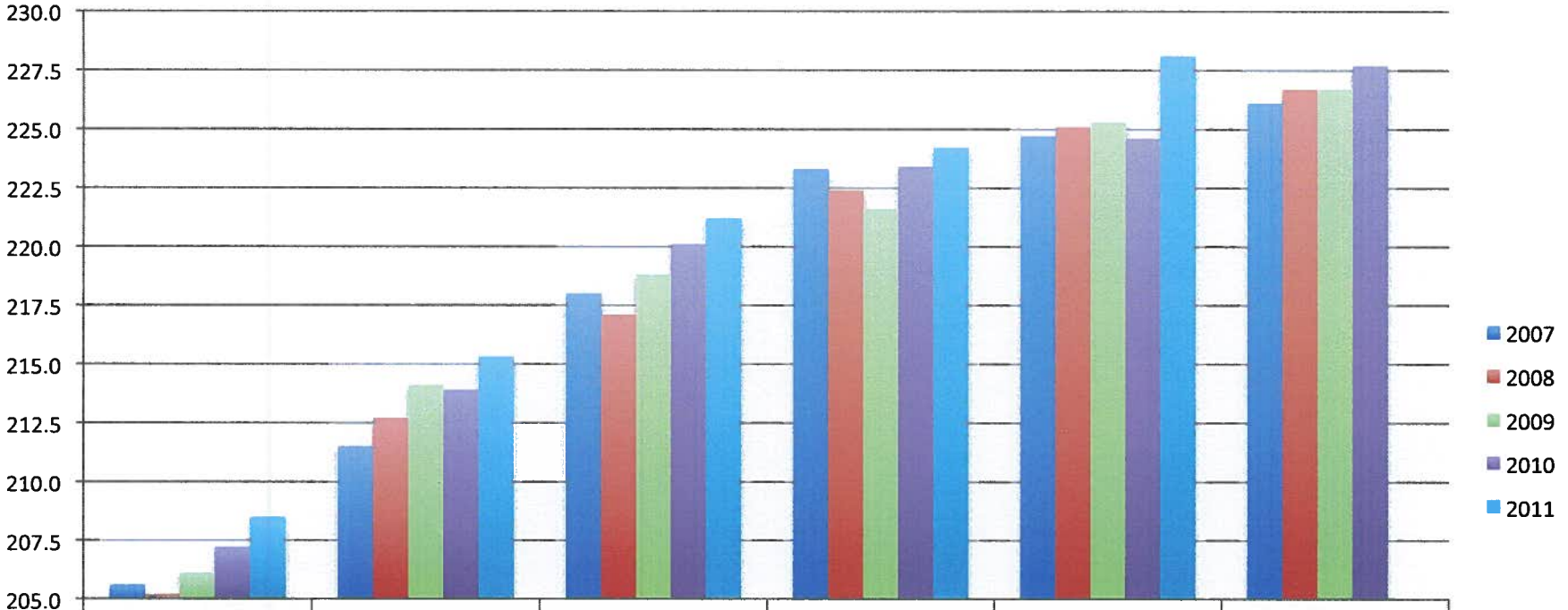
	Gr. 2 Winter 2010		Gr. 3 Fall 2010	Gr. 3 Spring 2011		Gr. 4 Fall 2010	Gr. 4 Spring 2011		Gr. 5 Fall 2010	Gr. 5 Spring 2011		Gr. 6 Fall 2010	Gr. 6 Spring 2011		Gr. 7 Fall 2010	Gr. 7 Spring 2011		Gr. 8 Fall 2010
Mean RIT	193.1		200.2	208.5		208.2	215.3		214.8	221.2		219.7	224.2		224.5	228.1		227.7
2008 Norms	186		191.6	199		200.1	205.8		206.7	211.1		211.6	214.8		215.4	217.9		219

MAP 2010/2011 Math



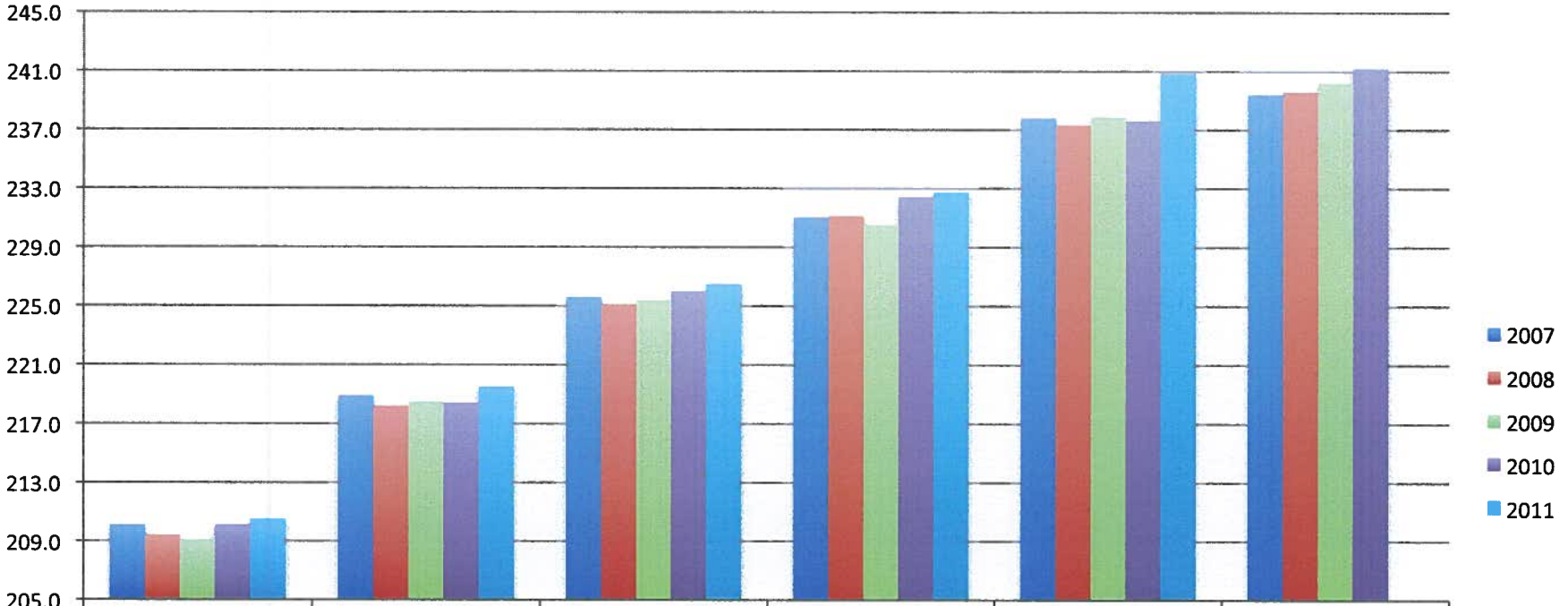
	Gr. 2 Winter 2010		Gr. 3 Fall 2010	Gr. 3 Spring 2011		Gr. 4 Fall 2010	Gr. 4 Spring 2011		Gr. 5 Fall 2010	Gr. 5 Spring 2011		Gr. 6 Fall 2010	Gr. 6 Spring 2011		Gr. 7 Fall 2010	Gr. 7 Spring 2011		Gr. 8 Fall 2010
Mean RIT	190.1		198.3	210.5		211	219.5		218.4	226.5		225.1	232.7		233.2	240.9		241.2
2008 Norms	186.5		192.1	202.4		203	211.4		211.7	219.2		218.3	223.8		224.1	228.3		229.3

Mean RIT Scores - Reading



	Gr 3 Spring	Gr 4 Spring	Gr 5 Spring	Gr 6 Spring	Gr 7 Spring	Gr 8 Fall
2007	205.6	211.5	218.0	223.3	224.7	226.1
2008	205.2	212.7	217.1	222.4	225.1	226.7
2009	206.1	214.1	218.8	221.6	225.3	226.7
2010	207.2	213.9	220.1	223.4	224.6	227.7
2011	208.5	215.3	221.2	224.2	228.1	

Mean RIT Scores - Math



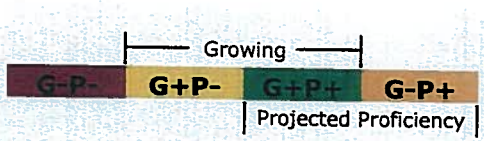
	Gr 3 Spring	Gr 4 Spring	Gr 5 Spring	Gr 6 Spring	Gr 7 Spring	Gr 8 Spring
2007	210.1	218.9	225.6	231.0	237.8	239.4
2008	209.4	218.2	225.1	231.1	237.3	239.6
2009	209.1	218.5	225.4	230.5	237.9	240.2
2010	210.1	218.4	226.0	232.4	237.6	241.2
2011	210.5	219.5	226.5	232.7	240.9	

NWEA District by School

View District by Grade
Run this report for a different term

District: Park Ridge Community Consolidated School District 64

Roster Term: Spring 2011



	Below Typical Growth, Below Projected Proficiency
G+P-	Above Typical Growth, Below Projected Proficiency
G+P+	Above Typical Growth, at or Above Projected Proficiency
G-P+	Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution (Percent)				Growth (Fall 10 - Spring 11 Count/Percent)		Projected Performance (Spring 2011 Count/Percent)		Median (Percent)
Reading	4.1	1.9	54.5	39.5	2,430	56.4	2,455	93.7	82.1
Benjamin Franklin Sc	3.7	2.1	56.8	37.4	243	58.8	253	92.1	81.0
Eugene Field School	3.8	2.4	52.1	41.8	340	54.4	342	93.9	84.2
George B Carpenter S	2.8	3.9	51.9	41.4	181	55.8	183	92.9	82.0
George Washington Sc	4.9	1.5	55.3	38.3	329	56.8	330	93.6	83.0
Theodore Roosevelt S	3.7	2.0	54.2	40.1	349	56.2	352	94.0	83.8
Abraham Lincoln Midd	3.7	1.2	56.6	38.4	489	57.9	492	94.9	79.7
Emerson Middle Schoo	5.0	1.6	53.5	39.9	499	55.1	503	93.4	81.9

NWEA District by School

View District by Grade
Run this report for a different term

District: Park Ridge Community Consolidated School District 64

Roster Term: Spring 2011

	Projected Performance and Growth Distribution	Percent				Growth		Projected Performance		Median
						Fall 10 - Spring 11		Spring 2011		
						Count/Percent		Count/Percent		Percent
Mathematics		2.6	1.1	59.0	37.3	2,467	60.2	2,496	96.0	74.2
Benjamin Franklin Sc		0.8	0.8	58.0	40.3	243	58.8	253	96.4	68.0
Eugene Field School		2.4	0.3	54.4	42.9	340	54.7	342	97.4	71.9
George B Carpenter S		2.2	0.6	61.9	35.4	181	62.4	183	96.7	74.3
George Washington Sc		2.7	1.2	53.5	42.6	329	54.7	330	96.1	74.8
Theodore Roosevelt S		2.9	0.6	52.4	44.1	349	53.0	352	96.3	71.9
Abraham Lincoln Midd		2.6	1.0	64.9	31.5	502	65.9	505	96.2	80.8
Emerson Middle Schoo		3.4	2.5	63.7	30.4	523	66.2	531	94.2	73.4
Language Usage	No data for both Growth and Proficiency	-	-	-	-	-	-	495	-	78.6
Benjamin Franklin Sc	No data for both Growth and Proficiency	-	-	-	-	-	-	76	-	77.6
Eugene Field School	No data for both Growth and Proficiency	-	-	-	-	-	-	116	-	81.9
George B Carpenter S	No data for both Growth and Proficiency	-	-	-	-	-	-	54	-	77.8
George Washington Sc	No data for both Growth and Proficiency	-	-	-	-	-	-	126	-	81.0
Theodore Roosevelt S	No data for both Growth and Proficiency	-	-	-	-	-	-	122	-	73.8
Abraham Lincoln Midd	No data for both Growth and Proficiency	-	-	-	-	-	-	1	-	100.0

District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis & Vocab Dev Mean	Word Analysis & Vocab Dev Std Dev	Reading Comp Mean	Reading Comp Std Dev	Literary Analysis Mean	Literary Analysis Std Dev
Optional Group: None											
Spring 2006	3	25	210.6	9.5	213	209.6	11.7	211.0	10.4	211.8	10.2
Optional Group: None											
Spring 2006	6	30	233.5	9.3	235	233.9	9.1	233.8	9.9	232.9	12.7

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev
Optional Group: None													
Spring 2011	1	1											
Optional Group: None													
Spring 2011	2	30	204.6	5.6	204	***200.8***	6.5	206.7	7.6	206.1	7.7	205.1	10.0
Winter 2011	2	440	193.9	12.6	195	191.9	13.3	193.1	14.2	195.4	14.2	195.2	14.5
Fall 2010	2	1											
Winter 2010	2	493	193.1	13.1	195	191.2	14.2	192.0	14.8	195.0	15.4	194.1	14.1
Fall 2009	2	1											
Winter 2009	2	472	192.3	13.6	195	190.6	15.5	191.0	16.0	194.4	15.8	192.8	13.9
Spring 2008	2	154	194.9	13.4	196	***191.3***	13.7	194.2	15.9	197.6	15.9	196.3	13.8
Winter 2008	2	90	193.0	13.4	193	190.7	14.4	191.2	15.5	**196.2**	15.8	194.1	13.9
Fall 2007	2	2											
Spring 2007	2	60	184.6	9.8	183	184.6	11.8	183.3	13.0	185.9	11.5	184.7	11.3
Winter 2007	2	75	178.5	11.1	179	178.5	11.1	178.3	13.4	177.6	15.1	178.7	13.5

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Spring 2011	3	511	208.5	11.8	209	206.3	12.7	208.2	14.0	209.0	13.9	210.7	13.2						
Spring 2011	3	1																	
Winter 2011	3	240	199.5	13.6	200	198.2	14.8	198.4	15.6	200.3	15.4	201.2	14.5						
Fall 2010	3	507	200.2	12.0	201	198.3	13.6	199.6	13.2	201.3	13.3	201.8	13.5						
Spring 2010	3	483	207.2	12.0	209	205.4	13.1	206.4	14.1	208.3	13.8	208.9	13.0						
Winter 2010	3	441	204.7	12.0	206	202.7	13.5	204.1	13.5	205.7	13.3	206.2	13.5						
Fall 2009	3	476	198.4	12.9	199	196.4	14.5	197.4	14.7	200.7	14.2	199.3	14.1						
Fall 2009	3	2																	
Spring 2009	3	427	206.1	12.5	208	204.3	14.9	205.4	14.4	206.9	14.4	207.9	13.5						
Winter 2009	3	360	201.3	12.4	202	199.6	13.8	200.7	14.0	202.9	14.5	202.1	14.4						
Fall 2008	3	429	197.0	13.1	199	194.7	13.7	196.4	15.0	198.6	15.5	198.3	14.8						
Spring 2008	3	444	205.2	13.1	207	203.1	13.5	205.4	16.0	205.9	15.5	206.8	14.1						
Winter 2008	3	159	204.2	13.9	207	202.1	15.3	203.1	16.3	205.3	15.2	206.8	15.1						
Winter 2008	3	2																	
Fall 2007	3	442	197.3	13.4	199	195.1	14.9	197.2	15.2	198.8	15.2	198.0	14.5						
Spring 2007	3	462	205.6	12.2	207	203.6	13.9	205.6	14.5	206.8	13.1	206.6	14.9						
Winter 2007	3	69	189.5	11.4	191	188.8	12.0	188.4	13.4	190.0	14.7	190.8	12.9						
Fall 2006	3	460	198.9	12.7	200	197.1	14.3	198.9	14.8	200.8	14.8	198.7	13.9						

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev						
Optional Group: None																			
Spring 2011	4	494	215.3	11.5	215	213.2	12.8	214.8	13.0	216.2	13.7	216.9	13.1						
Winter 2011	4	184	206.5	12.7	206	204.1	13.4	205.6	14.4	208.2	15.0	208.0	13.3						
Fall 2010	4	494	208.2	11.9	209	207.1	13.3	207.5	13.1	208.9	13.7	209.4	13.1						
Fall 2010	4	1																	
Spring 2010	4	452	213.9	11.5	214	211.7	12.6	213.2	13.4	215.6	13.4	215.0	12.8						
Spring 2010	4	1																	
Winter 2010	4	339	210.9	12.4	211	209.4	13.4	210.9	14.2	211.2	13.8	212.4	13.8						
Fall 2009	4	444	207.3	12.4	209	206.1	13.9	206.4	14.2	208.5	14.1	208.5	13.8						
Fall 2009	4	1																	
Spring 2009	4	459	214.1	12.6	215	211.9	14.0	213.6	13.9	216.0	14.8	215.2	13.7						
Spring 2009	4	1																	
Winter 2009	4	337	208.3	13.2	210	207.1	14.8	207.5	15.2	209.1	15.7	209.8	14.0						
Fall 2008	4	459	205.8	13.6	207	204.2	15.6	204.2	15.6	207.2	15.3	207.5	14.1						
Spring 2008	4	475	212.7	11.9	213	211.2	14.0	211.5	13.2	214.4	14.4	213.8	13.3						
Winter 2008	4	159	210.1	12.3	212	207.7	13.9	210.0	14.6	210.9	13.6	211.9	13.4						
Fall 2007	4	476	205.4	12.6	207	203.6	13.9	204.9	15.0	206.5	14.6	206.5	14.1						
Spring 2007	4	478	211.5	12.7	213	209.4	13.6	211.9	14.5	212.0	14.5	212.9	14.6						
Winter 2007	4	9																	
Fall 2006	4	476	208.1	11.9	209	205.9	13.4	208.4	14.3	209.2	13.7	209.0	13.7						

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev						
Optional Group: None																			
Spring 2011	5	454	221.2	11.3	222	219.5	12.6	220.0	12.8	224.1	13.9	221.1	12.4						
Winter 2011	5	174	211.4	12.6	211	210.3	14.5	210.3	14.5	212.5	14.5	212.8	13.3						
Fall 2010	5	454	214.8	12.7	216	213.4	14.1	214.6	13.7	215.5	14.5	215.6	14.2						
Spring 2010	5	461	220.1	11.8	221	217.3	12.9	219.6	13.4	222.7	14.7	220.7	12.4						
Spring 2010	5	1																	
Winter 2010	5	428	218.2	11.8	219	215.5	13.2	217.9	13.6	219.9	13.7	219.7	12.8						
Winter 2010	5	1																	
Fall 2009	5	461	214.7	13.1	216	213.3	13.6	213.4	14.6	216.6	14.9	215.4	14.4						
Spring 2009	5	484	218.8	11.3	219	217.0	12.7	217.8	13.1	221.3	14.3	219.4	13.0						
Winter 2009	5	375	215.7	12.6	216	214.1	14.0	214.7	13.9	217.7	15.1	216.6	14.0						
Fall 2008	5	479	213.1	12.5	214	212.1	14.0	211.5	14.4	214.8	14.8	214.2	14.1						
Spring 2008	5	493	217.1	12.7	218	215.1	14.0	216.4	14.0	220.1	15.4	217.2	14.8						
Winter 2008	5	141	214.4	14.9	216	211.6	16.5	215.2	15.8	215.4	17.5	215.8	15.9						
Winter 2008	5	2																	
Fall 2007	5	493	211.3	13.1	212	209.9	15.0	211.0	13.9	211.4	14.5	212.7	15.1						
Spring 2007	5	487	218.0	11.5	219	216.6	13.4	217.6	12.9	219.7	13.2	218.3	13.7						
Winter 2007	5	26	201.0	9.4	200	200.3	12.2	198.3	13.2	202.6	10.4	203.6	11.6						
Fall 2006	5	481	214.6	11.9	216	212.6	13.7	215.2	13.9	214.8	14.3	216.0	14.3						

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev						
Optional Group: None																			
Spring 2011	6	1																	
Spring 2011	6	480	224.2	12.8	225	223.4	13.7	223.0	14.4	225.7	14.9	224.7	13.7						
Winter 2011	6	321	220.0	12.9	221	219.2	13.5	219.8	14.7	220.7	15.5	220.4	13.9						
Fall 2010	6	1																	
Fall 2010	6	487	219.7	12.7	221	218.5	13.4	219.1	14.6	220.7	14.5	220.8	13.8						
Spring 2010	6	482	223.4	10.5	224	221.9	11.7	222.3	12.5	226.0	13.0	223.6	12.1						
Winter 2010	6	138	211.1	9.4	211	209.6	10.9	210.0	11.0	213.4	13.0	211.3	10.1						
Fall 2009	6	481	218.7	11.4	219	218.0	12.8	217.7	12.8	220.3	14.1	218.8	12.4						
Spring 2009	6	497	221.6	13.1	222	220.6	14.5	220.6	14.3	223.3	16.0	222.1	14.2						
Winter 2009	6	59	205.7	12.0	207	205.8	12.0	205.4	14.9	204.3	14.9	206.8	13.5						
Fall 2008	6	495	215.7	13.3	217	215.3	14.6	215.5	15.0	215.7	15.5	216.3	14.2						
Spring 2008	6	501	222.4	12.2	223	221.2	13.3	221.0	14.2	224.8	14.4	222.9	13.8						
Winter 2008	6	34	204.4	17.6	204	205.6	18.8	202.5	20.4	203.6	19.1	205.5	18.4						
Fall 2007	6	496	217.0	12.6	218	216.7	13.9	216.1	13.8	218.5	15.3	216.7	13.9						
Spring 2007	6	3																	
Spring 2007	6	540	222.3	11.5	223	220.9	12.6	221.2	12.9	224.5	14.4	222.8	13.0						
Winter 2007	6	1																	
Fall 2006	6	1																	
Fall 2006	6	544	217.9	11.8	219	216.4	13.6	218.3	13.6	219.2	13.9	218.0	13.6						

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary Mean	Word Analysis Vocabulary Std Dev	Reading Strat / Comprehension Mean	Reading Strat / Comprehension Std Dev	Literature Mean	Literature Std Dev	Literary Works Mean	Literary Works Std Dev						
Optional Group: None																			
Spring 2011	7	1																	
Spring 2011	7	483	228.1	11.3	228	227.4	12.8	227.2	12.9	229.9	13.9	227.8	12.6						
Winter 2011	7	99	214.9	10.0	216	213.9	11.6	214.2	12.8	216.3	11.6	215.3	11.3						
Fall 2010	7	2																	
Fall 2010	7	484	224.5	11.1	225	223.7	12.4	223.6	12.7	226.5	13.4	224.4	12.5						
Spring 2010	7	505	224.6	12.7	225	223.3	13.9	223.8	14.3	226.4	15.0	224.7	13.7						
Winter 2010	7	129	212.1	9.8	213	211.3	10.9	211.0	12.3	213.7	12.3	212.8	10.9						
Fall 2009	7	505	221.2	13.4	222	220.4	14.3	220.4	14.9	222.7	15.7	221.4	14.3						
Spring 2009	7	515	225.3	12.0	226	224.5	13.4	224.0	13.6	227.0	14.8	226.1	13.4						
Winter 2009	7	37	209.4	12.2	209	210.1	11.9	208.6	13.2	211.4	13.3	207.6	15.4						
Fall 2008	7	508	222.1	12.5	224	221.0	14.0	221.0	14.5	223.7	15.0	222.6	13.6						
Spring 2008	7	554	225.1	11.1	226	224.0	12.6	223.7	12.8	227.5	14.1	225.8	13.3						
Winter 2008	7	62	211.1	11.0	211	211.3	11.8	211.6	14.0	209.8	13.2	211.8	12.5						
Fall 2007	7	553	222.2	12.4	224	221.4	13.8	220.8	14.2	223.6	14.7	223.2	13.7						
Spring 2007	7	4																	
Spring 2007	7	498	224.7	11.8	226	224.3	13.6	223.7	13.3	225.9	13.7	225.0	13.5						
Fall 2006	7	503	223.2	12.3	224	221.5	13.9	222.7	14.4	225.1	14.3	223.7	14.3						

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District Summary Report by Grade - Spring 2011
Park Ridge Community Consolidated School District 64

Reading

Reading Survey w/ Goals 6+ IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Word Analysis Vocabulary		Reading Strat / Comprehension		Literature		Literary Works							
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Spring 2011	8	30	213.3	15.6	216	211.2	20.0	215.3	16.4	215.0	16.4	212.0	13.8						
Winter 2011	8	110	216.0	10.1	217	216.9	12.4	214.8	12.4	216.9	12.0	215.4	10.4						
Fall 2010	8	2																	
Fall 2010	8	506	227.7	12.1	228	227.0	13.6	227.0	13.9	229.3	13.9	227.7	13.0						
Spring 2010	8	58	215.0	14.8	217	214.7	15.7	214.4	16.4	214.7	16.9	216.4	15.4						
Winter 2010	8	104	217.5	9.7	219	217.8	10.5	217.5	11.9	218.2	11.5	217.0	11.2						
Fall 2009	8	1																	
Fall 2009	8	518	226.7	11.0	227	225.9	12.1	226.3	12.6	228.6	13.4	226.1	12.5						
Spring 2009	8	558	230.0	10.3	231	229.3	12.3	229.3	12.5	232.0	12.7	230.0	12.5						
Winter 2009	8	6																	
Fall 2008	8	556	226.7	10.7	227	226.3	12.4	225.5	12.6	228.4	13.0	226.9	12.4						
Spring 2008	8	504	229.1	11.5	230	229.5	13.9	228.3	13.5	230.1	13.6	229.4	13.4						
Winter 2008	8	53	213.1	12.8	213	213.6	14.8	213.1	14.0	211.2	14.7	214.8	13.4						
Fall 2007	8	501	226.1	12.0	226	225.6	14.1	224.9	13.5	227.6	14.4	226.5	12.7						
Spring 2007	8	1																	
Spring 2007	8	517	228.6	10.5	229	228.7	12.6	228.1	12.0	229.3	12.6	228.8	12.1						
Fall 2006	8	1																	
Fall 2006	8	521	227.3	10.6	228	226.2	12.5	227.5	12.0	229.0	13.0	227.0	12.8						

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Park Ridge Community Consolidated School District 64

Mathematics

Math Survey w/ Goals 2-5 IL V2.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense Mean	Number Sense Std Dev	Measurement Mean	Measurement Std Dev	Algebra Mean	Algebra Std Dev	Geometry Mean	Geometry Std Dev	Data Analysis & Probability Mean	Data Analysis & Probability Std Dev				
Optional Group: None																			
Spring 2011	2	33	206.3	7.4	203	***202.7***	10.8	206.0	10.3	208.3	12.7	208.2	9.0	207.3	9.9				
Winter 2011	2	441	190.1	10.7	190	188.4	12.2	188.5	12.7	191.5	13.5	190.2	12.0	191.5	12.3				
Fall 2010	2	3																	
Winter 2010	2	492	191.2	11.3	192	190.5	13.7	189.4	13.3	191.2	13.9	191.9	11.8	192.9	12.4				
Fall 2009	2	2																	
Winter 2009	2	195	189.9	12.8	192	187.7	14.8	188.2	14.6	191.1	15.9	191.6	13.1	190.8	15.2				
Spring 2008	2	54	197.6	9.7	197	195.6	10.5	196.2	13.1	194.6	11.7	**204.1**	13.6	198.4	12.7				
Winter 2008	2	51	192.0	9.0	192	191.5	10.7	190.5	11.1	193.4	11.5	191.2	11.7	193.4	12.8				
Fall 2007	2	2																	
Spring 2007	2	28	186.4	8.6	187	183.6	11.5	183.8	10.7	184.3	10.1	**191.0**	10.6	189.4	11.5				
Winter 2007	2	35	180.4	6.9	182	179.3	9.0	179.5	10.1	180.5	10.1	182.0	10.3	180.7	9.9				
Optional Group: None																			
Spring 2011	3	512	210.5	12.2	211	208.0	13.8	211.1	14.1	209.3	14.2	**213.6**	13.4	210.9	14.2				
Winter 2011	3	152	198.4	13.1	199	196.1	15.9	198.2	15.0	198.8	14.8	200.0	14.7	199.1	13.0				
Fall 2010	3	507	198.3	10.6	198	196.9	12.7	197.5	12.9	197.6	12.9	199.6	11.6	200.3	12.2				
Spring 2010	3	483	210.1	11.9	210	***207.0***	13.4	211.2	13.7	207.2	14.6	**214.4**	13.8	210.7	13.1				
Winter 2010	3	248	203.6	11.6	203	202.1	13.0	203.8	14.3	204.0	13.8	203.1	12.4	205.3	13.3				
Fall 2009	3	478	198.5	11.1	199	197.2	12.7	197.8	13.3	198.0	14.0	199.4	11.9	200.2	12.7				
Spring 2009	3	427	209.1	11.7	209	206.2	13.1	209.6	14.4	207.3	14.0	**213.6**	14.9	209.3	13.2				
Winter 2009	3	10	192.0	9.3	193	**195.0**	13.3	***187.9***	12.4	191.4	7.8	191.3	14.6	**195.2**	11.4				
Fall 2008	3	429	197.0	10.1	198	195.3	12.4	196.1	12.5	196.2	13.3	198.4	11.7	199.0	12.7				
Spring 2008	3	446	209.4	12.5	209	***205.1***	14.3	210.1	15.2	207.3	15.4	**215.5**	15.0	209.7	13.7				
Fall 2007	3	442	197.0	12.7	198	***193.2***	14.7	197.1	14.4	196.6	15.8	198.5	12.9	199.4	15.0				
Spring 2007	3	462	210.1	11.1	209	***206.9***	13.2	210.3	13.3	208.9	14.1	**214.9**	13.2	209.8	12.8				
Winter 2007	3	33	191.3	10.0	193	189.5	13.4	***187.5***	11.3	191.4	9.6	193.4	12.3	**194.3**	13.1				
Fall 2006	3	463	199.6	10.8	200	198.7	12.8	198.1	13.1	199.7	14.5	200.8	12.2	201.0	12.7				

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Mathematics

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Optional Group: None																			
Spring 2011	4	494	219.5	13.0	219	216.6	14.0	219.3	14.7	218.4	15.0	**<u>222.7</u>**	14.6	220.9	15.1				
Winter 2011	4	108	206.2	13.2	205	204.4	13.3	205.6	14.3	206.8	14.6	207.5	15.2	206.6	17.2				
Fall 2010	4	495	211.0	12.2	210	208.8	13.8	211.5	13.7	210.1	14.3	212.0	13.6	212.5	13.5				
Spring 2010	4	453	218.4	13.0	218	***214.5***	14.4	218.0	14.3	217.4	14.8	**<u>222.1</u>**	14.5	220.6	15.0				
Winter 2010	4	121	215.4	15.5	214	***211.4***	17.0	213.7	16.0	215.2	16.9	**<u>219.6</u>**	17.7	217.6	16.5				
Fall 2009	4	446	209.7	11.4	209	207.7	12.8	210.4	13.5	208.6	13.5	210.7	13.4	211.0	12.7				
Spring 2009	4	461	218.5	13.6	219	215.6	15.5	217.7	15.8	216.7	15.6	**<u>222.6</u>**	15.6	219.9	15.5				
Fall 2008	4	459	209.0	13.6	209	206.3	16.1	209.7	15.5	208.2	15.9	211.0	15.2	209.8	14.9				
Spring 2008	4	475	218.2	12.8	218	***214.3***	14.8	217.1	15.0	218.0	14.5	**<u>222.6</u>**	15.5	219.7	14.6				
Fall 2007	4	475	209.1	12.8	208	***205.5***	15.3	209.2	14.6	208.4	14.6	211.9	14.8	209.9	14.2				
Spring 2007	4	478	218.9	13.4	219	***215.0***	15.5	217.9	15.5	218.3	15.4	**<u>222.7</u>**	15.8	221.0	15.0				
Winter 2007	4	3																	
Fall 2006	4	477	212.0	11.6	211	210.5	13.6	211.9	14.4	212.6	14.6	212.5	13.0	212.7	12.7				
Optional Group: None																			
Spring 2011	5	454	226.5	13.9	226	224.7	15.8	225.6	15.8	225.6	15.2	228.4	14.5	228.2	16.2				
Winter 2011	5	82	208.9	10.2	208	***205.6***	10.6	209.4	13.5	206.6	12.1	**<u>213.7</u>**	12.4	209.0	13.4				
Fall 2010	5	454	218.4	13.5	217	215.8	14.8	218.4	14.8	217.6	14.8	219.5	15.2	220.6	15.3				
Spring 2010	5	463	226.0	15.1	226	223.2	17.1	224.8	17.0	224.7	15.5	**<u>229.4</u>**	16.3	228.2	16.9				
Winter 2010	5	126	221.1	17.2	220	***217.2***	18.2	218.9	19.2	219.9	17.8	**<u>226.4</u>**	18.8	223.1	18.5				
Fall 2009	5	462	218.8	13.7	218	216.5	15.7	218.6	15.6	217.8	15.3	220.7	14.9	220.3	15.0				
Spring 2009	5	483	225.4	14.3	226	223.3	16.2	224.0	16.2	223.3	15.7	**<u>229.0</u>**	15.4	227.6	17.1				
Winter 2009	5	9																	
Fall 2008	5	477	217.8	13.2	217	215.8	15.6	217.0	14.4	217.5	15.3	219.4	14.9	219.1	15.2				
Spring 2008	5	493	225.1	14.2	225	222.2	16.0	223.4	16.2	223.5	15.8	**<u>229.8</u>**	15.3	227.5	16.7				
Winter 2008	5	11	208.3	11.2	209	205.5	10.7	207.7	8.7	207.9	14.5	210.7	14.6	208.6	16.8				
Fall 2007	5	492	217.7	13.3	217	***214.1***	15.4	217.7	15.9	216.9	15.1	220.5	14.7	219.2	15.3				
Spring 2007	5	485	225.6	14.2	226	224.6	16.1	224.0	16.2	224.0	15.6	**<u>229.6</u>**	16.5	226.7	16.4				
Winter 2007	5	10	202.8	8.0	199	201.4	7.2	204.1	9.7	200.9	11.4	203.6	13.3	204.9	8.7				
Fall 2006	5	481	220.0	13.5	219	218.8	15.1	218.2	15.5	221.3	15.2	220.2	15.2	222.0	15.8				

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Mathematics

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Optional Group: None																			
Spring 2011	6	482	232.7	15.8	234	231.0	18.0	233.3	17.2	231.2	17.3	234.2	16.1	234.1	18.1				
Winter 2011	6	99	211.5	12.7	213	211.4	15.1	211.0	13.0	211.8	15.0	211.4	13.8	212.1	15.3				
Fall 2010	6	487	225.1	15.2	226	223.2	17.3	224.2	16.7	223.8	15.8	226.1	15.9	228.0	17.1				
Spring 2010	6	484	232.4	13.1	233	232.0	15.4	231.8	15.3	231.4	14.8	232.5	14.4	234.7	14.2				
Winter 2010	6	40	210.3	12.4	211	209.8	14.9	207.8	15.5	209.3	13.5	211.2	14.3	**213.6**	12.7				
Fall 2009	6	479	225.1	13.1	226	224.3	15.1	223.6	14.9	223.5	14.4	226.7	14.4	227.6	14.7				
Spring 2009	6	496	230.5	13.8	231	229.6	17.0	230.6	16.1	228.5	15.5	231.9	14.5	232.1	15.3				
Winter 2009	6	53	214.5	11.0	216	213.8	13.5	213.2	14.0	214.8	13.1	213.6	12.5	217.1	11.6				
Fall 2008	6	495	222.7	14.4	223	221.1	16.5	223.1	16.8	220.3	14.6	223.4	16.0	225.6	16.4				
Spring 2008	6	500	231.1	13.7	233	229.9	15.6	229.9	16.0	229.9	15.1	232.7	15.3	233.3	15.7				
Winter 2008	6	32	208.5	18.1	205	209.5	18.8	207.1	19.5	207.4	19.2	208.3	19.1	209.8	21.0				
Fall 2007	6	495	223.7	13.6	224	221.9	16.3	223.3	16.2	222.5	14.9	225.1	14.8	225.9	15.7				
Spring 2007	6	544	231.0	13.9	231	230.5	16.0	230.5	16.5	230.1	14.9	231.2	15.9	233.1	15.7				
Fall 2006	6	546	225.3	13.7	226	224.8	15.9	224.2	16.7	224.9	14.5	225.6	15.2	226.8	15.8				
Optional Group: None																			
Spring 2011	7	485	240.9	13.2	242	240.1	15.7	241.2	15.0	240.0	15.6	241.7	13.1	241.8	15.5				
Winter 2011	7	67	217.6	10.0	219	216.7	11.6	216.4	13.3	218.9	9.9	216.4	11.7	219.6	12.2				
Fall 2010	7	484	233.2	13.4	234	232.6	15.9	231.9	14.6	232.7	14.5	234.1	14.8	234.8	14.7				
Spring 2010	7	504	237.6	15.2	239	237.8	17.0	236.9	17.0	237.9	17.0	237.9	15.4	237.9	16.9				
Winter 2010	7	61	211.5	12.1	213	212.2	14.4	***208.5***	13.8	211.8	13.8	212.5	13.0	212.8	12.9				
Fall 2009	7	506	231.7	15.1	233	231.8	17.1	231.0	16.7	230.7	16.9	232.0	15.6	232.8	16.8				
Spring 2009	7	514	237.9	14.2	239	236.7	16.5	236.7	15.9	239.0	16.9	238.3	14.6	239.1	16.5				
Winter 2009	7	44	216.6	15.9	213	218.3	19.9	216.3	17.1	215.1	17.1	216.4	19.5	217.0	15.7				
Fall 2008	7	508	231.4	14.0	233	231.5	16.9	231.5	15.4	230.1	15.2	231.8	15.6	232.4	15.6				
Spring 2008	7	553	237.3	14.2	239	236.4	15.8	236.2	16.4	237.7	17.4	237.8	15.3	238.6	15.9				
Winter 2008	7	50	211.2	14.5	210	212.3	17.6	210.6	17.1	212.1	16.3	209.0	14.7	212.8	16.3				
Fall 2007	7	552	230.5	14.0	231	229.8	16.6	229.2	16.5	229.9	15.4	230.9	15.7	233.0	15.9				
Spring 2007	7	502	237.8	15.9	240	236.3	18.3	237.8	17.6	236.0	17.9	240.0	16.8	239.0	17.4				
Fall 2006	7	503	232.6	14.6	234	232.6	17.4	230.4	16.2	232.1	15.4	234.1	16.6	234.4	16.2				

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Mathematics

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Optional Group: None																			
Spring 2011	8	69	242.7	26.0	244	244.3	29.4	239.9	24.5	**247.5**	32.3	***237.5***	22.6	244.3	26.2				
Winter 2011	8	116	231.0	17.9	232	231.3	19.0	229.6	20.3	231.9	20.0	231.1	18.2	231.0	18.9				
Fall 2010	8	507	241.2	15.5	243	241.4	18.1	240.0	17.0	241.8	18.0	240.4	15.4	242.4	16.9				
Spring 2010	8	143	240.3	16.3	244	238.4	18.7	238.5	16.2	**244.1**	19.8	240.3	16.9	240.3	17.4				
Winter 2010	8	57	220.7	11.6	220	221.1	15.6	219.1	12.3	221.6	15.2	221.1	11.7	220.5	13.0				
Fall 2009	8	517	240.2	14.9	241	240.6	17.2	238.5	16.6	240.4	16.9	240.3	14.4	241.3	16.8				
Spring 2009	8	559	245.1	14.7	247	244.2	17.6	243.6	15.4	**249.2**	19.5	244.0	14.8	244.8	15.8				
Winter 2009	8	12	221.6	17.8	222	***215.8***	23.9	220.8	23.0	222.9	18.1	221.4	15.5	**228.0**	22.2				
Fall 2008	8	556	239.6	14.1	241	239.5	16.8	239.6	16.3	239.8	16.2	238.7	14.8	240.3	15.4				
Spring 2008	8	504	244.6	15.5	247	243.5	18.6	243.9	16.4	247.0	20.5	243.0	14.9	246.2	17.1				
Winter 2008	8	61	222.3	16.3	225	***218.8***	19.5	222.1	18.3	223.0	19.0	222.9	16.7	224.9	17.4				
Fall 2007	8	499	239.4	15.3	241	238.1	18.1	238.7	17.7	239.5	17.5	239.9	15.7	240.7	16.9				
Spring 2007	8	519	244.6	14.6	246	243.4	18.0	242.9	15.4	247.4	19.9	244.6	14.2	245.1	15.2				
Fall 2006	8	521	241.1	14.9	243	240.7	18.8	239.6	16.9	241.5	16.4	241.3	15.7	243.1	16.7				

Primary Grades Math (Combined Tests-all Goals)

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving Mean	Problem Solving Std Dev	Number Sense Mean	Number Sense Std Dev	Computation Mean	Computation Std Dev	Measurement & Geometry Mean	Measurement & Geometry Std Dev	Statistics & Probability Mean	Statistics & Probability Std Dev	Algebra Mean	Algebra Std Dev		
Optional Group: None																			
Spring 2011	1	89	181.9	12.1	182	182.4	14.9	183.8	15.6	182.3	12.4	181.1	15.4	181.6	14.5	181.0	14.7		

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Northwest Evaluation Association
Partnering to help all kids learn

5th Grade Class Breakdown By Goal for Math

Test Name: Math Survey w/Goals 2-5 IL V2.1

The following table shows how the class is broken down by RIT and goal. Student names have been removed from this report. The number represents the student's overall RIT score. The student's performance in each specific goal area falls within the RIT range of the column.

	<201	201-210	211-220	221-230	231-240	241-250	251+
Algebra		207 211 213 214	201 209 210 212 221	213 219 219 224 227 227 228 231	235	242	
Data Analysis & Probability		201 209 214	207 211 212 2 3 221	210 213 219 227 227 228 231	1 2 235 242		
Geometry	201 207	209 210 213	211 213 219 224	212 214 219 227 228	221 227 235 242	231	
Measuremen	210 212	201 207 209 213 219	21 213 214 219 22 227	221 227 228 231	235	242	
Number Sense	201 211	213 219	207 209 210 212 213 214 219 221 224	227 231	227 228 235		242

Attachment 5

Subject: Mathematics
Goal Strand: Number Sense
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Read, Write, and Represent Numbers	**Read, Write, and Represent Numbers**	**Read, Write, and Represent Numbers**
• Counts 1 to 10 objects • Counts numbers 0-20* • Identifies missing numbers in a series through 100 • Counts ordinal numbers (1st to 10th) • Writes whole numbers in standard and expanded form through the tens	• Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)* • Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* • Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)* • Counts numbers 0-100 • Counts numbers 0-1000* • Identifies missing numbers in a series through 100 • Counts by 2's to 100 • Counts and writes by 5's* • Counts backwards from a given number (given number greater than 10)* • Counts ordinal numbers (first to tenth) • Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)* • Writes equivalent forms of whole number expressions (e.g., 15 + 5 = 10 + 10) • Counts objects that are grouped into tens and ones • Identifies the place value and value of each digit in whole numbers through the tens place* • Represents 1/2 with a diagram or model • Identifies equivalent fractions using visual representations*	• Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* • Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa) • Identifies the numeral and written name for whole numbers 10,000 to 100,000 • Counts numbers 0-1000* • Counts and writes by 3's* • Counts and writes by 4's* • Counts and writes by 6's, 7's, 8's, or 9's* • Counts ordinal numbers (first to tenth) • Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)* • Counts and converts to dozens with models* • Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)* • Writes equivalent forms of whole numbers using multiplication (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)* • Converts to dozens without models • Counts objects that are grouped into tens and ones • Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34) • Identifies the place value and value of each digit in whole numbers through the tens place* • Identifies the place value and value of each digit in whole numbers through the hundreds place • Identifies the place value and value of each digit in whole numbers through the thousands • Identifies the place value and value of each digit in whole numbers through the hundred thousands • Represents 1/4 with a diagram or model* • Represents 3/4 with a diagram or model*

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.