

## **Elementary School Improvement Plan Report October 2008**

School Name	Patterson Elementary School
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### **School Improvement Overview:**

The Patterson staff is committed to continuously increasing the achievement for all students while closing the gap for students not yet meeting state standards. The Patterson 2008 Illinois Standards Achievement Test (ISAT) scores indicate that:

- (1) 80.9% of 5<sup>th</sup> grade students met or exceeded standards in writing, indicating a need to focus on K-5 writing instruction
- (2) 97.7% % of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students met or exceeded standards in reading
  - a. Within this area, 78.8% of the special education students met or exceeded standards, indicating a need for improvement
- (3) 97.1 % of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students met or exceeded standards in math
  - a. Within this area, 81.8% of the special education students met or exceeded standards, indicating a second need for improvement

Patterson School's 2008 Illinois Standards Achievement Test results indicate that school improvement goals must address K-5 writing instruction, as well as, special education students' achievement in both reading and math. More specifically, Patterson School's improvement plan will address the following questions:

- (1) How will we improve writing instruction, student engagement and the use of assessments to increase our writing scores?
- (2) How will we improve reading instruction and learning for our special education students in order to close the identified achievement gap in reading?
- (3) How will we improve math instruction and learning for our special education students in order to close the identified achievement gap in math?

A detailed plan, including goals and actions steps, can be found on pages 9 to 15. The plan includes specific assessments for monitoring progress toward the three school improvement goals.

## Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	817	852	843	783	773	750
% White	88.9	88.8	87.5	86.5	83.6	84.0
% Black	2.8	2.6	2.3	1.8	2.6	2.7
% Hispanic	1.6	1.4	0.8	1.4	2.3	2.3
% Asian/Pacific Islander	6.7	7.2	7.4	8.8	9.6	9.0
% Native American	0.0	0.0	0.0	0.0	0.0	0.0
% Multi Racial	0.0	0.0	2.0	1.8	1.9	2.0
Low Income rate	0.0	0.0	0.1	0.4	0.1	0.0
Limited English Proficient Rate	1.0	0.6	0.6	0.9	0.5	0.7
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	5.3	6.2	5.6	3.9	6.1	5.4
Attendance Rate	96.8	96.9	96.3	96.5	96.6	96.3
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	NA	20.2	22.2	25.8	18.0	18.2
Average class size grade 1	20.5	22.0	23.2	24.4	21.0	20.7
Average class size grade 3	21.5	24.4	25.0	27.8	28.4	20.8
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

**PATTERSON ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-09**

**Present Level of Performance - Reading**

A. ISAT/IAA

Based on March 2006 assessment data, **91.0%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2007 assessment data, **92.8%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2008 assessment data, **97.7%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

The following table summarizes reading achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Reading Performance</b>	<b>White</b>	92	349	94	325	97.9	330
	<b>Black</b>	71	<10	60	<10	87.5	<10
	<b>Hispanic</b>	80	<10	89	<10	100	<10
	<b>Asian/Pac</b>	89	35	88	34	96.6	29
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	71	<10	100	<10	100	<10
	<b>LEP</b>	50	<10	25	<10	50	<10
	<b>IEP</b>	73	30	61	31	78.8	33
	<b>FRL</b>	50	<10	NA	0	NA	0

**Present Level of Performance - Mathematics**

B. ISAT/IAA

Based on March 2006 assessment data, **96.0%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2007 assessment data, **96.0%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2008 assessment data, **97.1%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Math Performance</b>	<b>White</b>	96	349	96	325	97.3	331
	<b>Black</b>	86	<10	60	<10	87.5	<10
	<b>Hispanic</b>	100	<10	72	<10	100	<10
	<b>Asian/Pac</b>	94	35	94	34	96.6	29
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	100	<10	100	<10	100	<10
	<b>LEP</b>	50	<10	50	<10	50	<10

	IEP	77	30	65	31	81.8	33
	FRL	100	<10	NA	0	NA	0

**Goal One**

**Patterson School will improve the number of students in the meets and exceeds range for writing scores from 80.9% (2008) to 85.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

**Present Level of Performance – Writing**

C. ISAT/IAA

Based on March 2007 assessment data, **68.2%** of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, **80.9%** of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

The following table summarizes writing achievement performance by subgroup:

Subgroup Writing Performance	06-07 (Baseline)		07-08	
	% M/E	Student Count	% M/E	Student Count
White	65.7	99	80.9	115
Black	0	<10	100	<10

	Hispanic	100	<10	50	<10
	Asian/Pac	84.7	13	90	10
	Native Am	NA	0	NA	0
	Multiracial	100	<10	50	<10
	LEP	NA	0	NA	0
	IEP	50	10	33.3	<10
	FRL	NA	0	NA	0

## Goal Two

**Patterson School will improve the number of special education students scoring in the meets and exceeds range for reading from 78.8% (2008) to 84.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

### Present Level of Performance – Special Education Reading

#### D. ISAT/IAA

Based on March 2006 assessment data, 91.0% of all students compared to **73.0%** of special education students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2007 assessment data, 92.8% of all students compared to **61.0%** of special education students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2008 assessment data, 97.7% of all students compared to **78.8%** of special education students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

The following table summarizes reading achievement performance by subgroup:

	05-06		06-07		07-08		
	% M/E	Student Count	% M/E	Student Count	% M/E	Student Count	
<b>Subgroup Reading Performance</b>	<b>White</b>	92	349	94	325	97.9	330
	<b>Black</b>	71	<10	60	<10	87.5	<10
	<b>Hispanic</b>	80	<10	89	<10	100	<10
	<b>Asian/Pac</b>	89	35	88	34	96.6	29
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	71	<10	100	<10	100	<10
	<b>LEP</b>	50	<10	25	<10	50	<10
	<b>IEP</b>	73	30	61	31	78.8	33
	<b>FRL</b>	50	<10	NA	0	NA	0

In addition to the Illinois Standards Achievement Test and the Illinois Alternative Assessment, Patterson students are monitored via a highly reliable, formative reading curriculum based measured (RCBM). A summary of the 2007-08 reading curriculum based measurement data is presented here by grade level, including a comparison between general education students' performance and special education students' performance.

E. Curriculum Based Measurement – General Outcome Measure

District 204's performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

1 <sup>st</sup> Grade 2007-08	Fall	Winter	Spring Goal - 54	Growth Rate
General Ed	34.0	67.9	101.3	2.0 WRC/week
Special Ed	13.1	38.2	71.4	1.7 WRC/week

2 <sup>nd</sup> Grade 2007-08	Fall	Winter	Spring Goal - 94	Growth Rate
General Ed	91.1	115.1	130.2	1.2 WRC/week
Special Ed	82.1	117.0	133.4	1.5 WRC/week

3 <sup>rd</sup> Grade 2007-08	Fall	Winter	Spring Goal - 112	Growth Rate
General Ed	114.6	135.2	150.5	1.1 WRC/week
Special Ed	92.1	107.9	131.0	1.1 WRC/week

4 <sup>th</sup> Grade 2007-08	Fall	Winter	Spring Goal - 127	Growth Rate
General Ed	131.4	151.5	167.1	1.1 WRC/week
Special Ed	101.8	127.0	138.4	1.1 WRC/week

5 <sup>th</sup> Grade 2007-08	Fall	Winter	Spring Goal - 142	Growth Rate
General Ed	147.5	165.5	184.7	1.1 WRC/week
Special Ed	136.0	148.0	170.7	1.0 WRC/week

Based on the 2007-08 reading curriculum based measurement data, general education and special education as groups both met the spring goal at each level 1<sup>st</sup>-5<sup>th</sup> grade. The reading curriculum based measurement data is used in conjunction with the Illinois Standards Achievement Test to monitor student progress throughout the school year.

### **Goal Three**

**Patterson School will improve the number of special education students scoring in the meets and exceeds range for math from 81.8% (2008) to 85.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

### **Present Level of Performance – Special Education Mathematics**

#### F. ISAT/IAA

Based on March 2006 assessment data, 96.0% of all students compared to **77.0%** of special education students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2007 assessment data, 96.0% of all students compared to **65.0%** of special education students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2008 assessment data, 97.1% of all students compared to **81.8%** of special education students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Math Performance</b>	<b>White</b>	96	349	96	325	97.3	331
	<b>Black</b>	86	<10	60	<10	87.5	<10
	<b>Hispanic</b>	100	<10	72	<10	100	<10
	<b>Asian/Pac</b>	94	35	94	34	96.6	29
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	100	<10	100	<10	100	<10
	<b>LEP</b>	50	<10	50	<10	50	<10
	<b>IEP</b>	77	30	65	31	81.8	33
	<b>FRL</b>	100	<10	NA	0	NA	0

Action Plan for Improved Learning

**Goal 1: Patterson School will improve the number of students in the meets and exceeds range for writing scores from 80.9% (2008) to 85.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

1. Objective – Area of Focus: K-5 teachers and support staff will devote 45-60 minutes a day on writing instruction and implement the district curriculum which is based on the Illinois State Standards with integrity, using the IPSD Writing Framework.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Grade level teams will utilize their	Fall-Winter-	Team	Final

collaboration time to discuss their units of study to ensure consistency in the delivery of writing instruction. A sampling of final products (including above average, average, below average samples) will be shared by each classroom teacher at the collaboration meetings.	Spring Collaboration Meetings	Leaders; K-5 Classroom Teachers	Products For Each Unit of Study
2. Grade level teams will share the process for teaching one expository unit of study with staff	September 8 - 5 <sup>th</sup> Grade  April 7 - K-4 <sup>th</sup>	Team Leaders; K-5 Classroom Teachers	Final Product For Each Unit of Study

2. Objective – Area of Focus: All K-5 teachers and support teachers will have an understanding of the essential skills required for the writing portion of the Illinois Standards Achievement Assessment and Alternative Assessment that falls in the meets and exceeds range and be able to apply their understanding of the essential skills to their writing instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. 3 <sup>rd</sup> and 5 <sup>th</sup> grade essential writing skills for meeting standards on the ISAT will be shared with classroom teachers and support staff	September 8	5 <sup>th</sup> Grade Teachers	Teachers will demonstrate knowledge of the essential skills and incorporate their knowledge into their instruction
2. The 5 <sup>th</sup> grade team will provide the following ISAT writing samples to K-4 teachers and support teachers – a sample that does not meet standards, a sample that minimally meets standards, and a sample that strongly meets standards	September 8	5 <sup>th</sup> Grade Teachers	5 <sup>th</sup> Writing Samples
3. K-5 team leaders will provide 3 spring samples of student writing – a sample that is below average, a sample that is average, and a sample that is above average from their grade level. All samples will be given to K-5 teachers and support teachers	May 8	Team Leaders	K-4 Writing Samples
4. K-5 teams will meet to review a range of writing samples, as well as, to discuss and develop writing foci for their specific grade level based on the samples	Fall-Winter-Spring Collaboration Meetings	Team Leaders; K-5 Classroom Teachers	Final Products For Each Unit of Study

3. Objective – Area of Focus: K-5 classroom teachers will utilize a common grade level, local rubric for assessing students’ writing in September and May.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. K-5 teachers will assess students using a common grade level prompt and rubric which focuses on organization and support	September - May	Team Leaders; K- 5 Classroom Teachers	Benchmark Data
3. Fall and spring grade level writing data, including grade level foci, will be shared with the teaching staff	October - May	Principal	Benchmark Data; ISAT Scores

**Goal 2: Patterson School will improve the number of special education students scoring in the meets and exceeds range for reading from 78.8% (2008) to 84.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

1. Objective – Area of Focus: All Tier 3 students will receive core reading instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Tier 3 students will receive the Harcourt Tropies Core Curriculum with appropriate support and differentiation from classroom teachers and	2008-09 School Year	Student Service Coordinator;	Individual Plan Form For Each

support teachers		Support Teachers; K-5 Classroom Teachers	Tier 3 Student; Reading Curriculum Based Measurement
2. K-5 classroom teachers and support teachers will co-teach and differentiate the core reading curriculum to meet the needs of Tier 3 students	2008-09 School Year	Student Service; Support Teachers; K-5 Classroom Teachers	Reading Curriculum Based Measurement

2. Objective – Area of Focus: All Tier 3 students will receive a layer of Tier 2 reading intervention in addition to the core reading instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Kindergarten Tier 3 students will receive additional reading skill groups and Jolly Phonics as Tier 2 interventions	08-09 School Year	Kindergarten Classroom Teachers	Early Literacy Curriculum Based Measurements
2. 1 <sup>st</sup> grade Tier 3 students will receive Teacher Pals, additional guided reading groups and the Intervention KIT as Tier 2 interventions	08-09 School Year	1 <sup>st</sup> Grade Classroom Teachers	Reading Curriculum Based Measurement/ Progress Monitoring Data
3. 2 <sup>nd</sup> grade Tier 3 students will receive the Intervention KIT, Road to Reading, the Comprehension Strategies Kit and fluency builders as Tier 2 interventions	08-09 School Year	2 <sup>nd</sup> Grade Classroom Teachers	Reading Curriculum Based Measurement/ Progress Monitoring Data
4. 3 <sup>rd</sup> grade Tier 3 students will receive the Intervention KIT, additional guided reading groups and Six Minute Solutions as Tier 2 interventions	08-09 School Year	3 <sup>rd</sup> Grade Classroom Teachers	Reading Curriculum Based Measurement/ Progress Monitoring Data
5. 4 <sup>th</sup> grade Tier 3 students will receive the Intervention KIT, Six Minute Solutions, Rewards and reading skills groups as Tier 2 interventions	08-09 School Year	4 <sup>th</sup> Grade Classroom Teachers	Reading Curriculum Based Measurement/ Progress Monitoring Data

6. 5 <sup>th</sup> grade Tier 3 students will receive Six Minute Solutions and the Intervention Kit as Tier 2 interventions	08-09 School Year	5 <sup>th</sup> Grade Classroom Teachers	Reading Curriculum Based Measurement/ Progress Monitoring Data
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3. Objective – Area of Focus: All Tier 3 students will receive a layer of Tier 3 reading intervention in addition to the core reading instruction and Tier 2 reading interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Kindergarten Tier 3 students will receive the KIT Program as a Tier 3 intervention	08-09 School Year	Student Service Coordinator; Reading Teacher; KIT Tutor	Early Literacy Curriculum Based Measurements
2. 1 <sup>st</sup> grade Tier 3 students will receive Teacher Pals and the Early Steps Program as a Tier 3 interventions	08-09 School Year	Student Service Coordinator; 1 <sup>st</sup> Grade Support Teacher; Early Steps Tutor	Reading Curriculum Based Measurement/ Progress Monitoring Data
3. 2 <sup>nd</sup> grade Tier 3 students will receive Horizons as a Tier 3 interventions	08-09 School Year	Student Service Coordinator; 2 <sup>nd</sup> Grade Support Teacher	Reading Curriculum Based Measurement/ Progress Monitoring Data
4. 3 <sup>rd</sup> grade Tier 3 students will receive Reading Milestones, the Unity Program, Headsprout, Horizons, Wilson and Language for Learning as Tier 3 interventions	08-09 School Year	Student Service Coordinator; 3 <sup>rd</sup> Grade Support Teacher	Reading Curriculum Based Measurement/ Progress Monitoring Data
5. 4 <sup>th</sup> grade Tier 3 students will receive Horizons, Reading Milestones, Wilson and Language for Learning as Tier 3 interventions	08-09 School Year	Student Service Coordinator; 4 <sup>th</sup> Grade Support Teacher	Reading Curriculum Based Measurement/ Progress Monitoring Data
6. 5 <sup>th</sup> grade Tier 3 students will receive Horizons, Reading Milestones and Language for Learning as Tier 3 interventions	08-09 School Year	Student Service Coordinator; 5 <sup>th</sup> Grade Support Teacher	Reading Curriculum Based Measurement/ Progress Monitoring Data

**Goal 3: Patterson School will improve the number of special education students scoring in the meets and exceeds range for math from 81.8% (2008) to 85.0% (2009) as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.**

1. Objective – Area of Focus: All Tier 3 students will receive core math instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Tier 3 students will receive the Everyday Math Curriculum with appropriate support and differentiation from classroom teachers and support teachers	2008-09 School Year	Student Service Coordinator; Support Teachers; K-5	Individual Plan Form For Each Tier 3 Student; Math

		Classroom Teachers	Applications Data; Everyday Math Unit Tests
2. K-5 classroom teachers and support teachers will co-teach and differentiate core math curriculum to meet the needs of Tier 3 students	2008-09 School Year	Student Service Coordinator; Support Teachers; K-5 Classroom Teachers	Math Applications Data; Everyday Math Unit Tests

2. Objective – Area of Focus: All Tier 3 students will receive a layer of Tier 2 math intervention in addition to core math instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Kindergarten Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; Kindergarten Classroom Teachers	Early Numeracy Curriculum Based Measurements
2. 1 <sup>st</sup> grade Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; 1 <sup>st</sup> Grade Classroom Teachers	Everyday Math Progress Monitoring Data
3. 2 <sup>nd</sup> grade Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; 2 <sup>nd</sup> Grade Classroom Teachers	Math Applications Data; Progress Monitoring Data
4. 3 <sup>rd</sup> grade Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; 3 <sup>rd</sup> Grade Classroom Teachers	Math Applications Data; Progress Monitoring Data
5. 4 <sup>th</sup> grade Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; 4 <sup>th</sup> Grade Classroom Teachers	Math Applications Data; Progress Monitoring Data
6. 5 <sup>th</sup> grade Tier 3 students will receive small group skill work and re-teaching as a Tier 2 intervention	2008-09 School Year	Team Leader; 5 <sup>th</sup> Grade Classroom Teachers	Math Applications Data; Progress Monitoring Data

The Patterson Building Leadership Team (BLT) will review the School Improvement Plan Strategies and Evidence Sources on a quarterly basis to ensure that progress is being made on the School Improvement Plan Goals. This will be done in November, January, March and May. Data, as specified by the evidence sources, will be collected and reviewed at these Building Leadership Team meetings.

## **PATTERSON ELEMENTARY SCHOOL 2008 SCHOOL IMPROVEMENT SUMMARY**

The Patterson Elementary School staff focused on three areas of school improvement during the 2007-08 school year: (1) K-5 writing instruction, (2) special education students' reading achievement and (3) special education students' mathematics achievement. ISAT (Illinois Standards Achievement Test) and IAA (Illinois Alternative Assessment) data reflect that Patterson students made excellent progress in all three areas as a result of Patterson staff's school improvement foci and work.

In the area of writing, a block of time was devoted to writing instruction at each grade level. Patterson staff implemented a new District writing curriculum across K-5 classrooms. Grade level teams collaboratively planned and reflected on the implementation of the curriculum to ensure consistency across the grade level. Student work samples were reviewed as part of the reflection. As a result, **80.9%** of 5<sup>th</sup> grade students met or exceeded state standard in writing on the Illinois Standards Achievement Test compared to 68% of 5<sup>th</sup> grade students in 2006-07.

To address the achievement gap in reading and mathematics for special education students, staff provided an appropriate core program and Tier 2 and Tier 3 interventions with integrity. Ongoing collaboration between general education and special education teachers ensured a continuous program for each student. Teachers used ongoing progress monitoring data to assess students' progress and to adjust interventions to meet individual students' needs. Curriculum based evaluations were utilized to further diagnose students who exhibited resistance to interventions. As a result, **78.8%** of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade special education students met or exceeded state standard in reading on the Illinois Standards Achievement Test compared to 61% in 2006-07. In mathematics, **81.8%** of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade special education students met or exceeded state standard on the Illinois Standards Achievement Test compared to 64% in 2006-07.

We are very proud of our students' continued growth in the goal areas, as indicated on the Illinois Standards Achievement Test and Illinois Alternative Assessment. Patterson School improvement efforts will continue to focus on K-5 writing instruction, as well as, closing the achievement gap for special education students in reading and mathematics in 2008-09. If you have any questions regarding our school report card please contact Mrs. Harvey, Patterson Elementary School's principal at 428-6500. Thank you for your interest in our school.