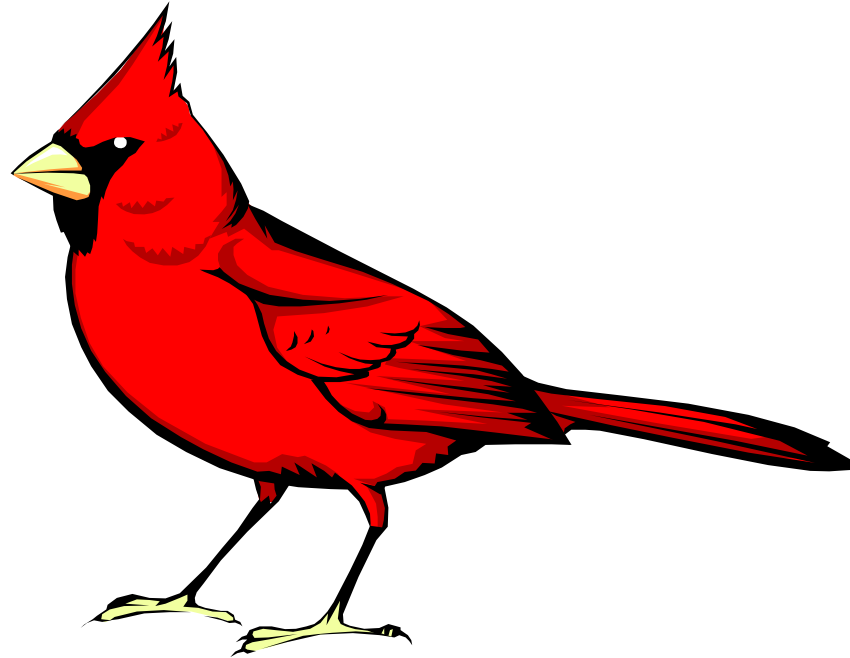


Crete Elementary School Year-End Report



2007-2008

WELCOME TO A REVIEW OF CRETE ELEMENTARY SCHOOL...

In this report you will find information regarding school accomplishments, demographics, survey results, and other information intended to give the reader a clear representation of our school.

Thanks to the combined efforts of the students, parents, faculty, and administration, this year has been one of positive change combined with a respect for tradition and long established values. We thank you for taking the time to read and evaluate the information contained within and welcome any suggestions or questions you may have.

Thank you for your continued support and assistance!

Bret Schroder
Principal

MISSION STATEMENT OF THE DISTRICT

The Mission of the Crete Public Schools is to achieve excellence in education, to provide an opportunity to develop each student's maximum potential, to develop the unique capabilities of all students, and to instill the knowledge and skills necessary for each student to be productive and adaptive in our changing world.

DISTRICT BELIEFS AND VALUES

- Education is the cornerstone of our society and is the combined responsibility of the family, school, and the community.
- Effective schools have effective leadership.
- A school should provide for the unique needs of students by allowing each student equal opportunities to achieve to their fullest potential.
- A student should be well-rounded scholastically, socially, and physically, and have a desire to learn as a life-long vocation with a commitment to excellence.
- A school's curriculum and instruction should reflect current research and technologies, and the development of critical thinking skills necessary for a changing world.
- A positive learning climate enhances learning.
- The educational process should allow for the preservation of the unique heritage of each student.
- The Crete Public Schools hold an uncompromising commitment to excellence.
- The school is accountable to insure that each student achieves at a level commensurate with ability.
- Competent and caring teachers are the primary catalysts of learning.

Celebrations

- We had winners in both the Reading Classic and The County Spelling Bee with one of our 5th grade students taking first place
- Our students maintained an overall attendance rate of 96%.
- Over 300 students worked together with Mr. Spence to create the brick mural on the West side of the school.
- 4th grade students attended the Kids Can Stop Bullying training with Mrs. Deibert and Mrs. Hansmeyer.
- Jenn Uher was named a Lincoln Journal Star Educator of the week.
- Renee Sieck, 5th grade student, was the “Weather Girl” for KOLN/KGIN.
- 93% of parents attended Parent/Teacher Conferences.
- Students read well over 22,000 books during the year to meet the Principal’s Challenge.
- Hundreds of family and community members visited and used the school this year in conjunction with such activities as:
 - Parent and Special Friend Visitation
 - Grandparents/Senior Citizen Day
 - Open House
 - Conferences
 - Adult Night Classes
 - Elementary Parent Advisory
 - ELL Night
 - Musical Performances for grades K – 5

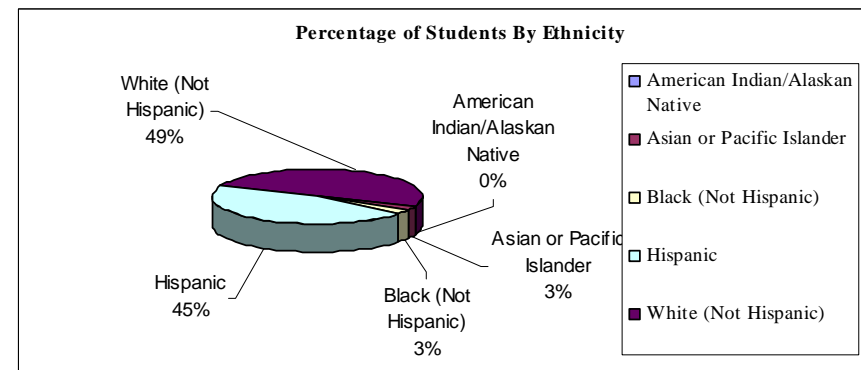
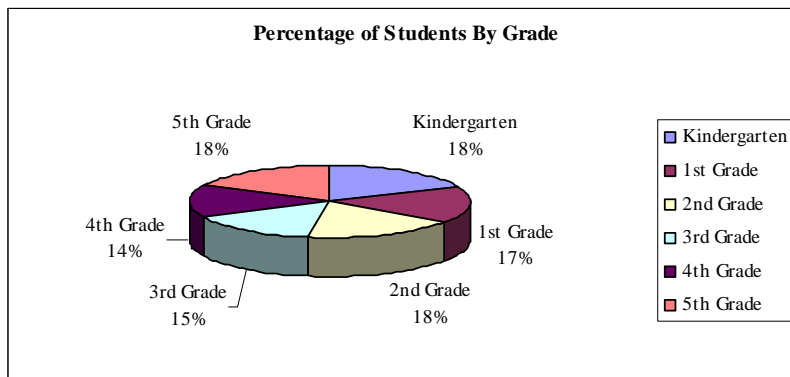
- 8 fifth grade students received the Presidential Academic Award
- 4th grade donated over \$200.00 to Noah’s Assistance Dogs. The money was raised during the Pioneer Walk-A-Thon.
- The Reading is Fundamental Program provided free books for all students enrolled in grades K – 5
- Students received extra assistance in various ways this year through the efforts of:
 - PALS Program
 - Team Mates
 - Volunteers
 - Practicum Students and Student Teachers
 - After School Tutoring Program

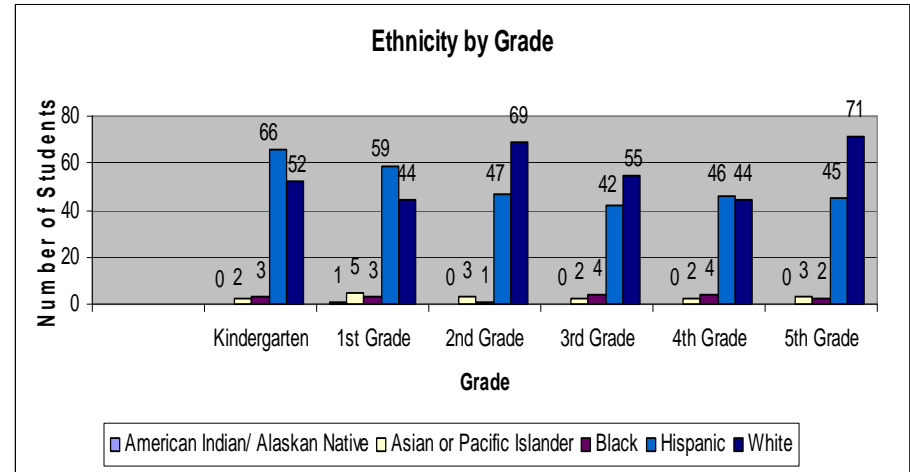
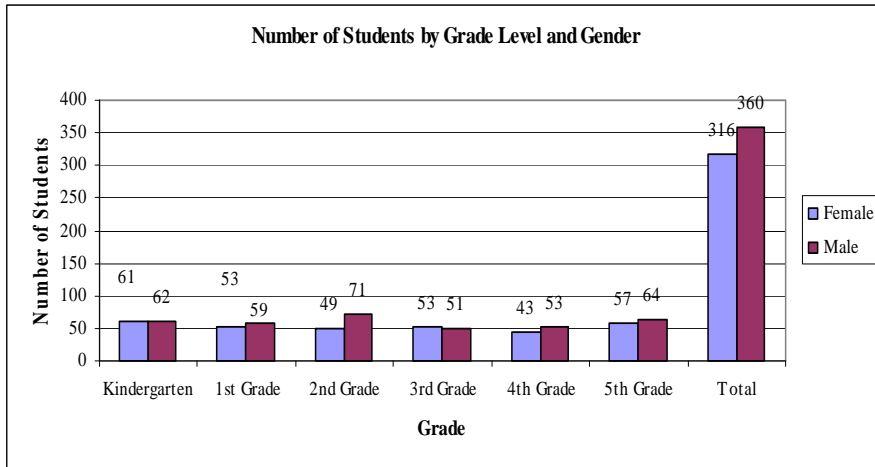
- Over 100 students were enrolled in CCLC throughout the year
- 189 Students were nominated to the Crete Elementary Wall of Fame for academic and personal achievement.

DEMOGRAPHICS

The enrollment for the 2007-08 school year saw an increase of 19 students. We started the year with 657 students (number taken on the last Friday in September) and ended the school year with 676 (last day of school). This year the Kindergarten class was the largest with 123 students and 4th grade was the smallest, ending with 96 students.

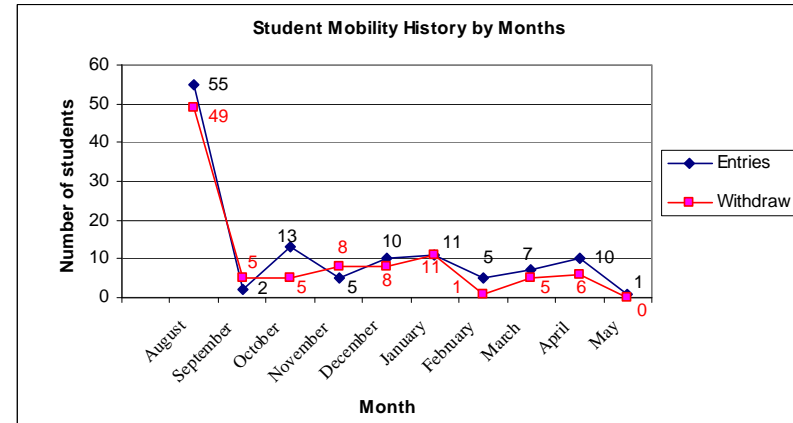
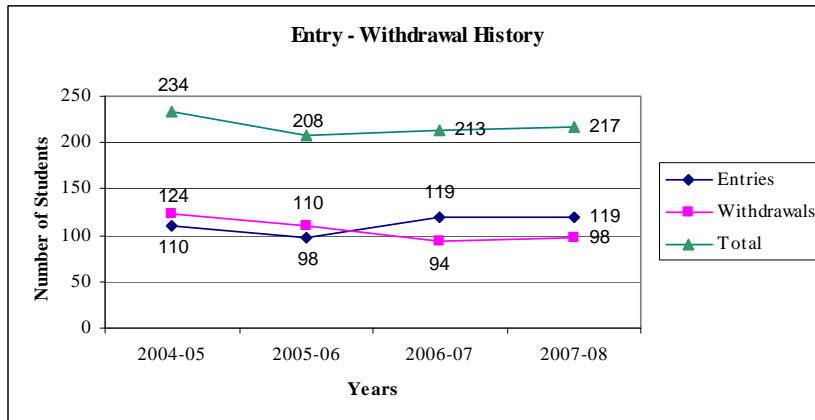
Ethnicity data indicates that “White” is the largest ethnic group comprising 49% of the student population. The second largest ethnic group is “Hispanic” comprising 45% of the student population.

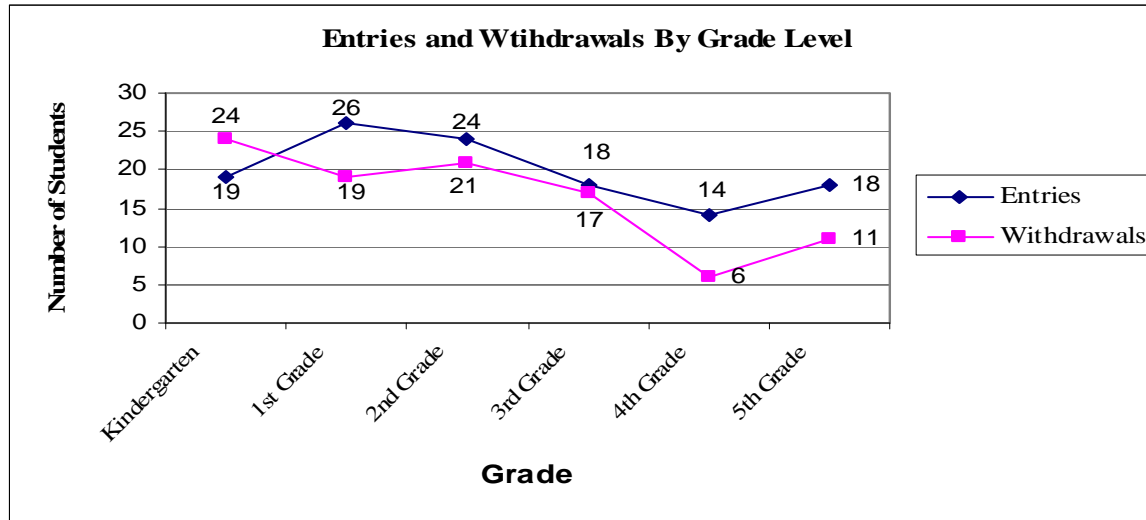




STUDENT MOBILITY

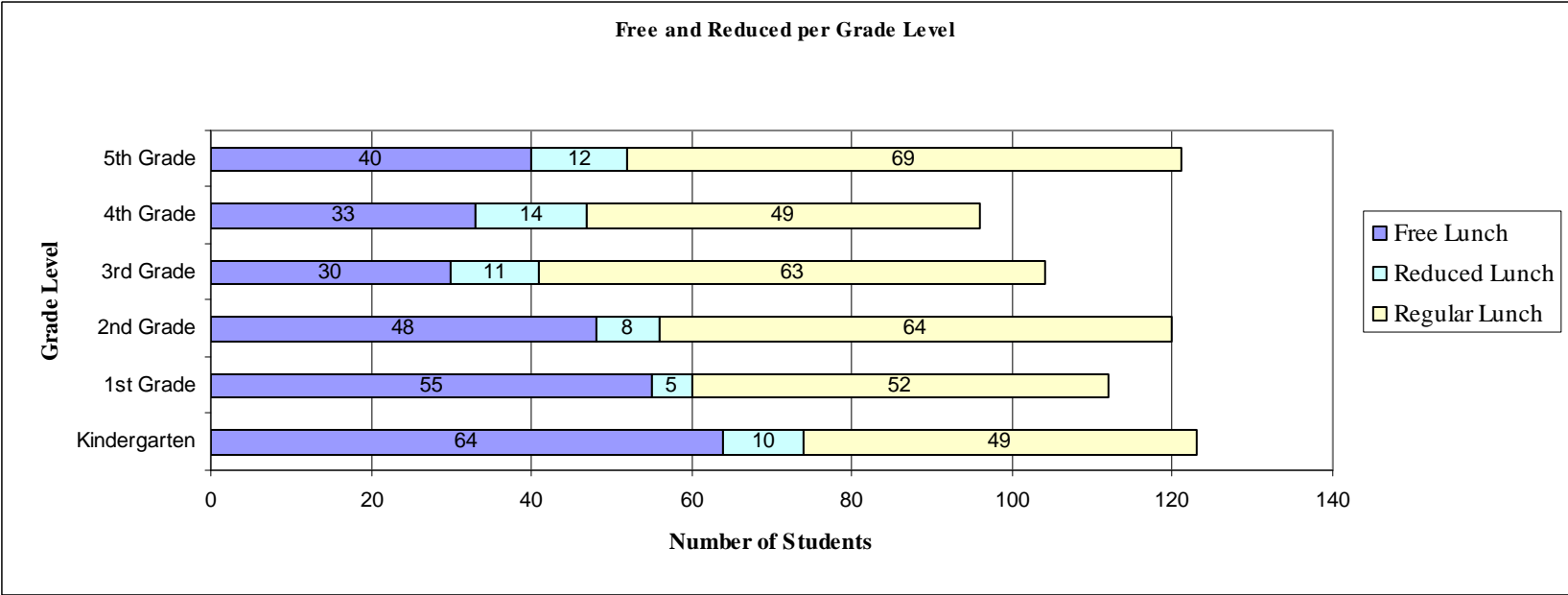
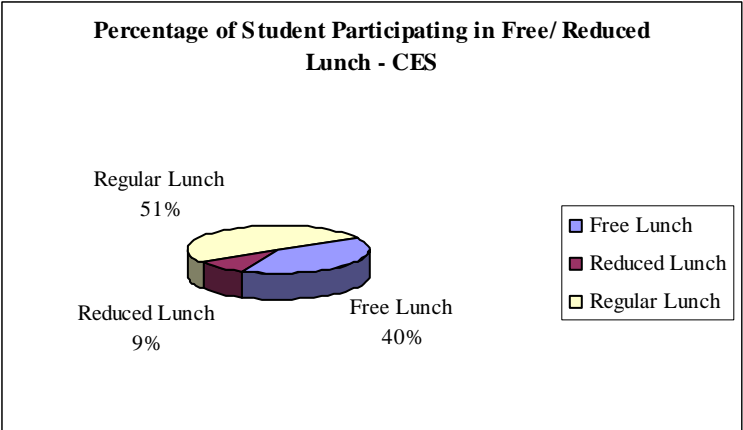
During the 2007-2008 school year there were 217 entries and withdrawals compared to 213 the previous year. This represents an increase in student movement of 4 students. During the 2007-08 school year 119 students entered Crete Elementary School and 98 students withdrew.



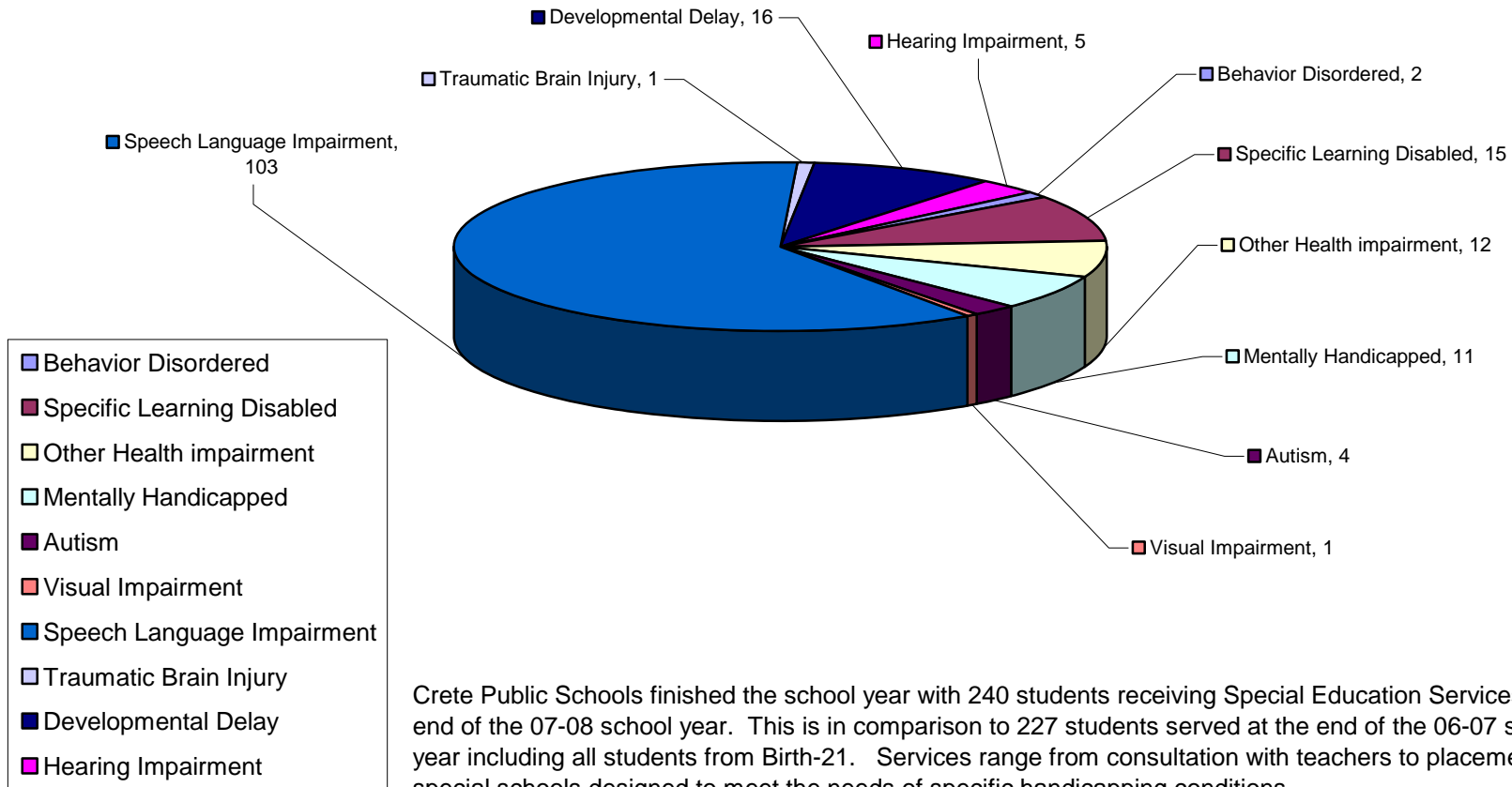


PERCENTAGE OF FREE AND REDUCED LUNCH STUDENTS

Crete Elementary School is made up of students who come from a variety of social and economic backgrounds. Forty-nine percent (49%) of the Elementary School students participate in the free and reduce lunch program. The graph at the bottom of the page shows that more students are enrolled in the free and reduced lunch program in grades Kindergarten and 1st than all other grades.

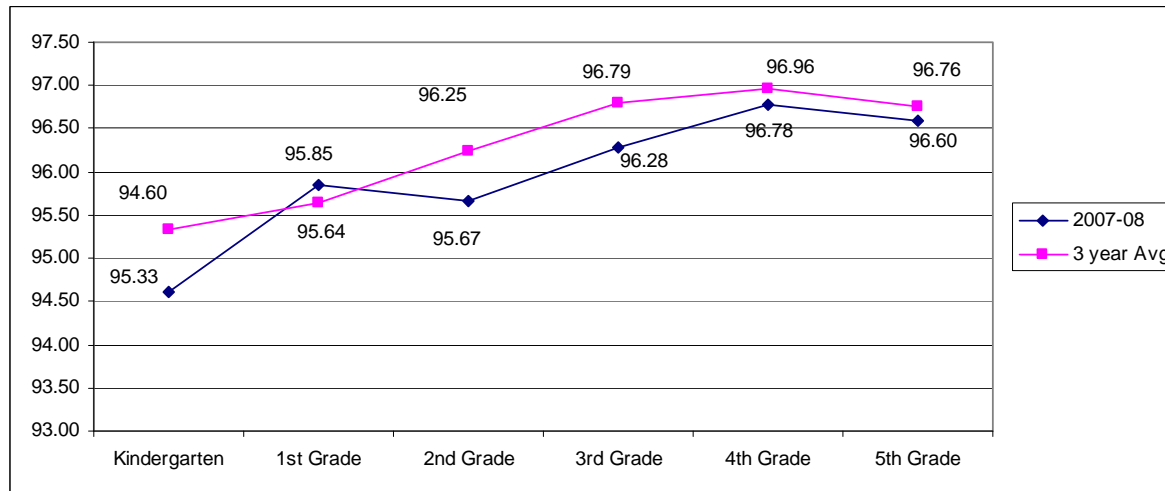
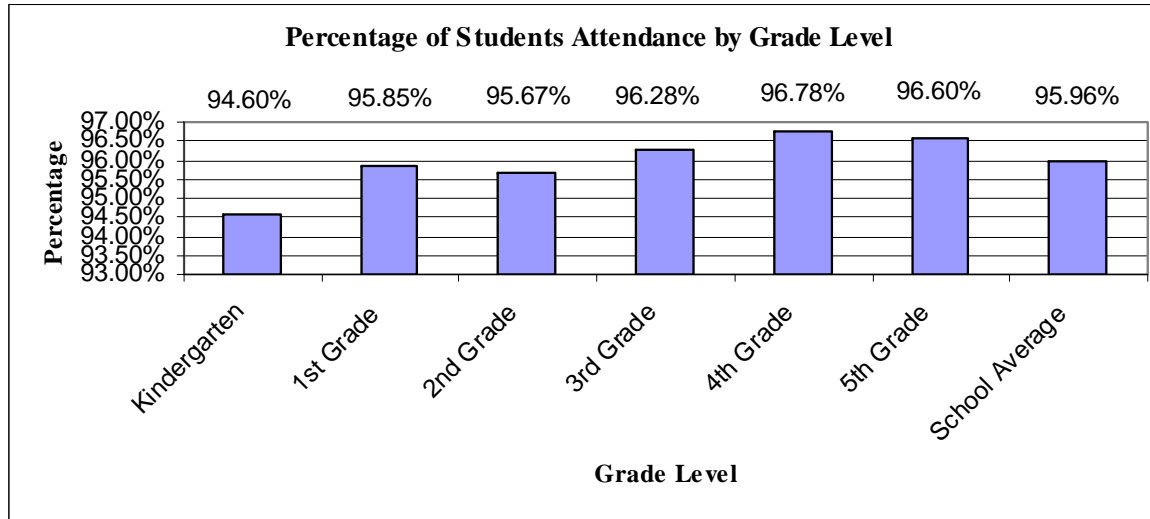


Crete Elementary Special Education 07-08



ATTENDANCE

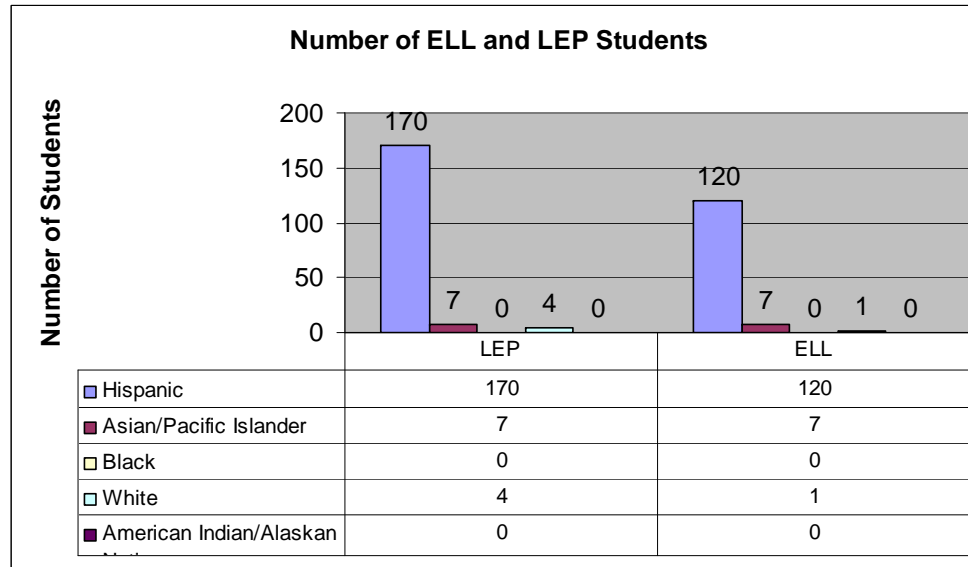
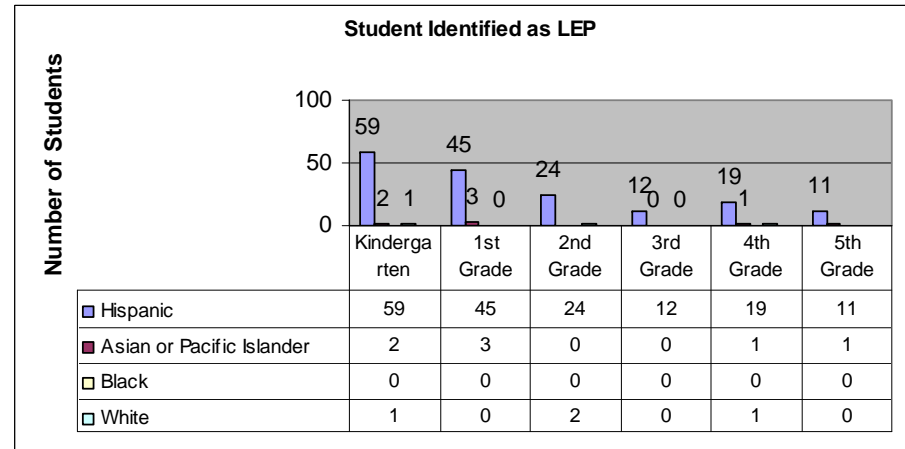
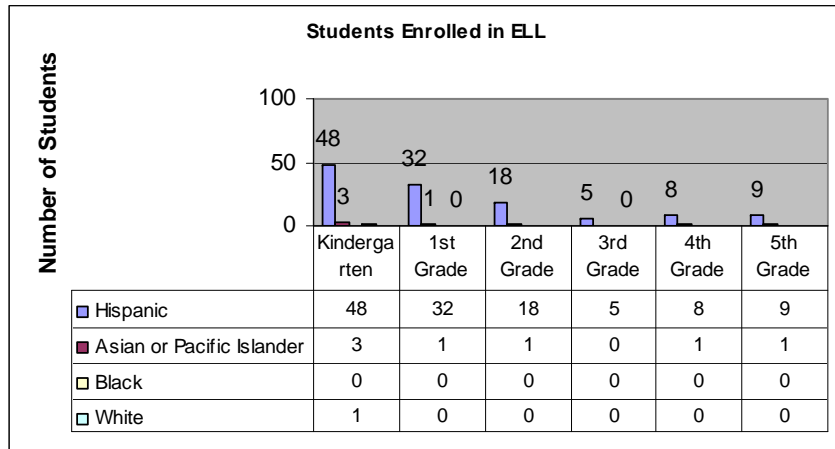
The elementary shows an overall attendance rate of 95.96%, which is an insignificant change over the 2006-07 school year. The pattern of this year's attendance rate for individual grades is very similar to our three year average for each grade level with all differences being less than 1%..



English Language Learners and Limited English Proficient Program

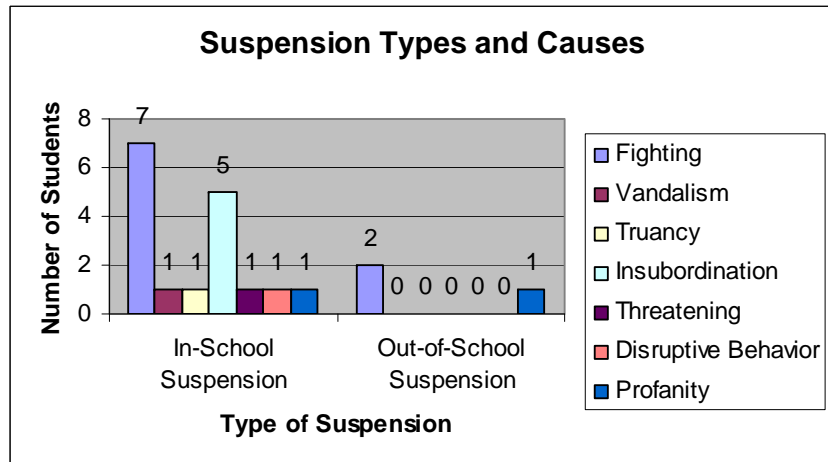
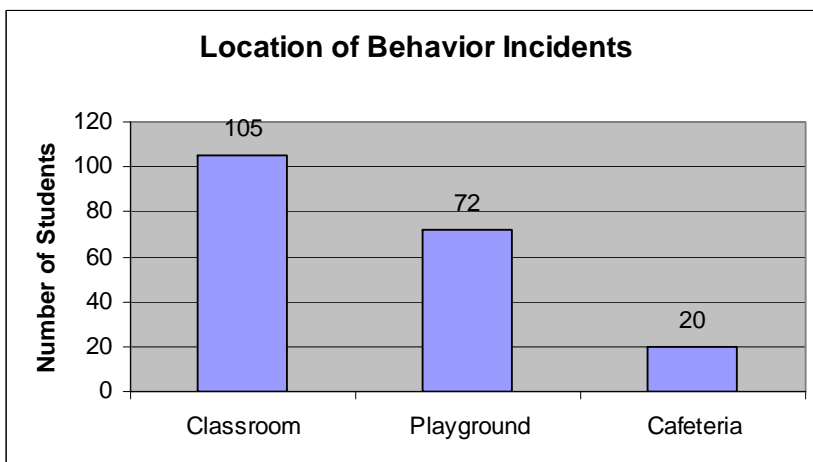
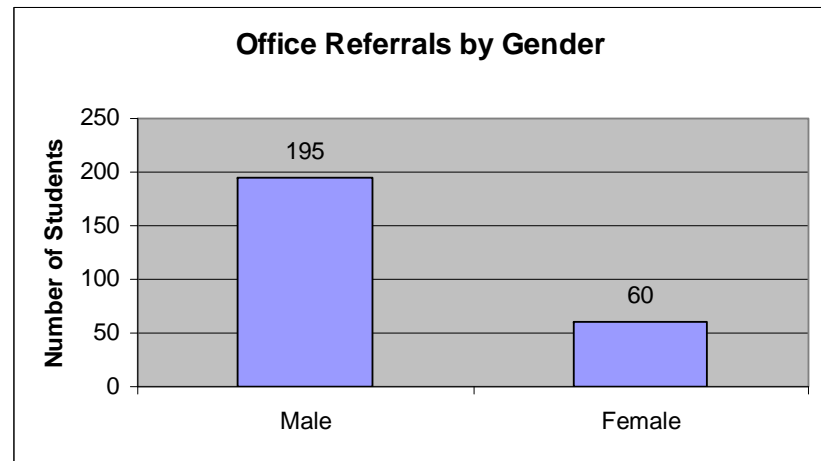
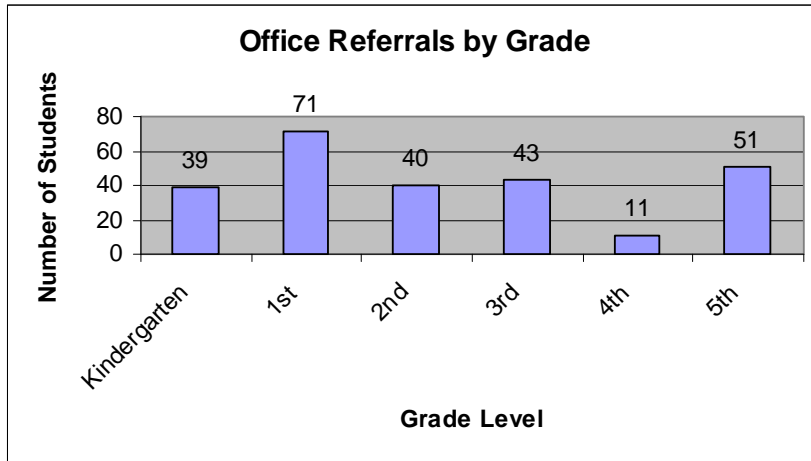
The English Language Learners/ Limited Proficient Program (ELL/LEP) offers ELL and limited-English speaking students instruction in the English language and assistance with Americanization, socialization and acculturation skills. In addition to completing coursework in the ELL classroom, students are transitioned into and enrolled in regular education classes. This includes grades K - 5.

The graphs demonstrate a higher number of students in grades Kindergarten and 1st than in all other grades. To provide the needed instruction to this larger population two ELL teachers are assigned to Kindergarten and 1st grade while one ELL teacher provides instruction for all other grades.



Student Discipline

Students may be sent to the office at the teacher's discretion. Consequences as a result of an office referral can range from a simple conversation and review of the school rules to an out-of-school suspension. Each referral is looked at by the administration as a unique situation and all aspects are considered when deciding a consequence for a student.



Staff Climate Survey Results

Relationships

	Score	Mode
Teachers in this school like students	4.6	5
Students feel safe in the school building	4.7	5
Students respect diversity and cultural differences	4.2	4
School staff members respect diversity and cultural differences	4.3	5
I feel supported by the principals	4.1	5
I feel comfortable sharing ideas and concerns with the principals	4.1	5
Our school celebrates student success	4.5	5
Combined Scores	4.4	5

Academics

	Score	Mode
Teachers give students the grades they deserve	4.3	5
Teachers make extra efforts to help students	4.5	5
I feel I have enough time to communicate and plan with other teachers	3.4	5
Combined Scores	4.1	5

Behavior/Discipline

	Score	Mode
Students are expected to behave appropriately	4.5	5
The principals are fair and consistent when addressing student misbehavior	4.4	5
Combined Scores	4.45	5

Parent Climate Survey Results

Relationships

	Score	Mode
Teachers in this school like students	4.8	5
Students feel safe in the school building	4.6	5
The administrators in this school welcome our ideas	4.5	5
The school communicates well with families	4.7	5
My child gets along well with other students	4.4	5
Students respect diversity and cultural differences	4.5	5
Combined Scores	4.6	5

Academics

	Score	Mode
Teachers give students grades they deserve	4.8	5
Teachers are willing to help students	4.8	5
Teachers make extra efforts to help students	4.7	5
Homework is challenging and helps my child learn	4.6	5
Students in this school can get help and advice from teachers, counselors, and/or principals	4.6	5
Combined Scores	4.7	5

Behavior/Discipline

	Score	Mode
Students are expected to behave appropriately	4.6	5
Teachers are fair and consistent when addressing student misbehavior	4.6	5
School principals are fair and consistent when addressing student misbehavior	4.6	5
Combined Scores	4.6	5

Student Climate Survey Results (5th Grade Students)

Relationships

	Score	Mode
Students work together to help each other learn	4.1	5
I trust my teacher to help me with a problem	4.8	5
The school celebrates student success	4.1	5
The school is concerned about my emotional needs as well as my learning needs.	4.4	5
Students practice good manners at school	3.8	4
Teachers are good role models at our school	4.7	5
My parents feel welcome at school	4.5	5
My teachers care about me	4.7	5
My teachers look like they enjoy being at school	4.4	5
Students treat each other with respect	3.8	4
I feel safe in school	4.5	5
Combined Scores	4.34	5

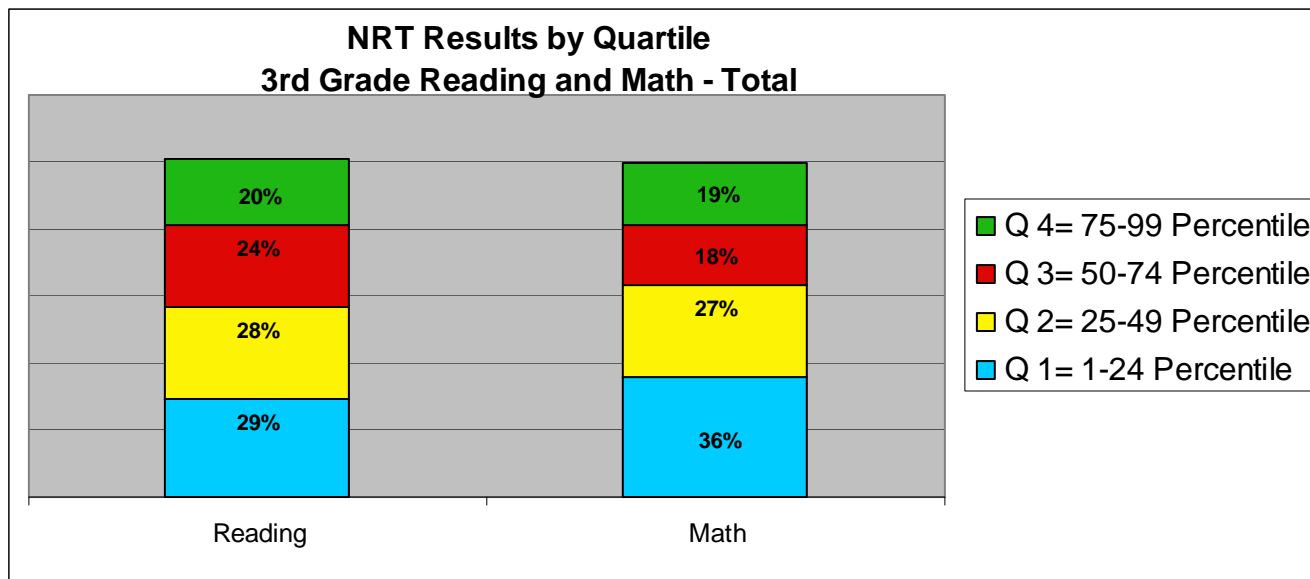
Academics

	Score	Mode
I'm given opportunities to get extra help	4.4	5
The school work is challenging and pushes me to learn	4.2	5
My teacher believes I can learn	4.9	5
My homework is challenging and helps me learn	4.3	5
Combined Scores	4.45	5

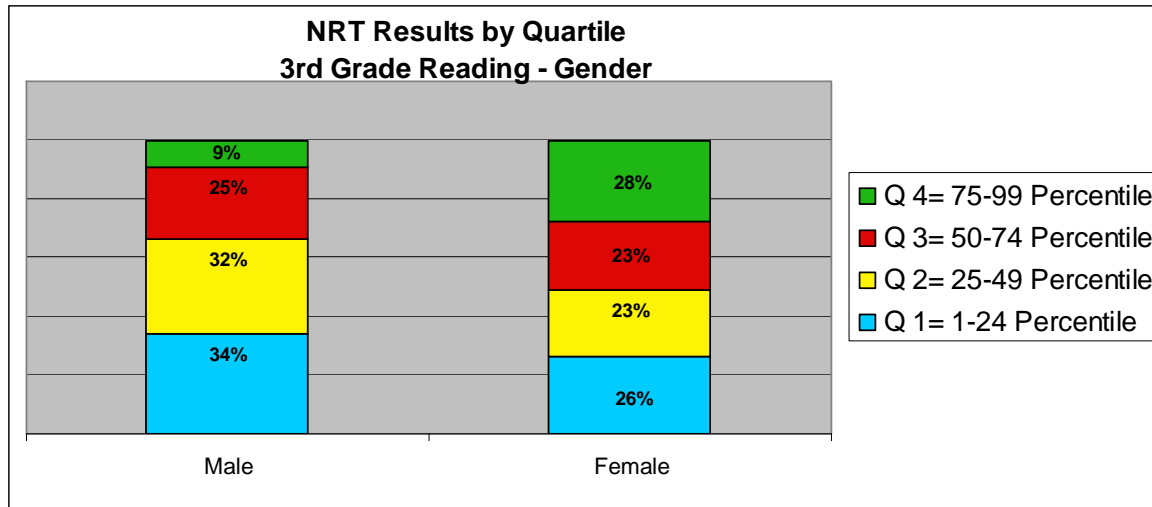
Stanford Achievement Test Results (2007-08)

In this section you will find results for the Stanford Achievement Test given at grades 3, 4, and 5. The data includes how all students did in each subject area, followed by a breakdown by gender, ethnicity, ELL, SES(free/reduced lunch), and special education. In the area of ethnicity and special education some data was not presentable due to the lack of numbers, less than 10 students, in those specific sub-groups. In all graphs, the percent listed is the percent of students who performed at the indicated level.

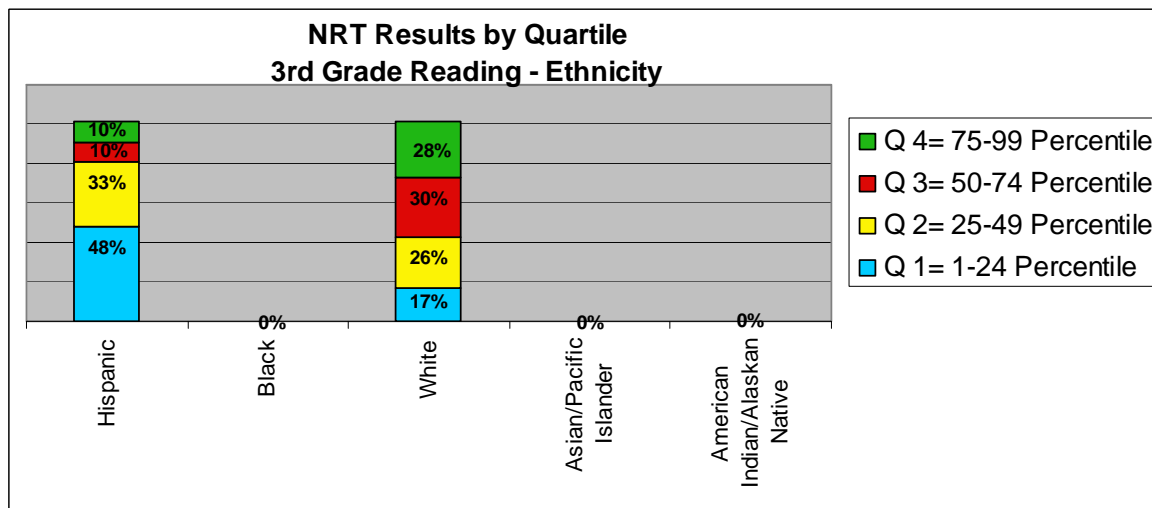
3rd Grade Results



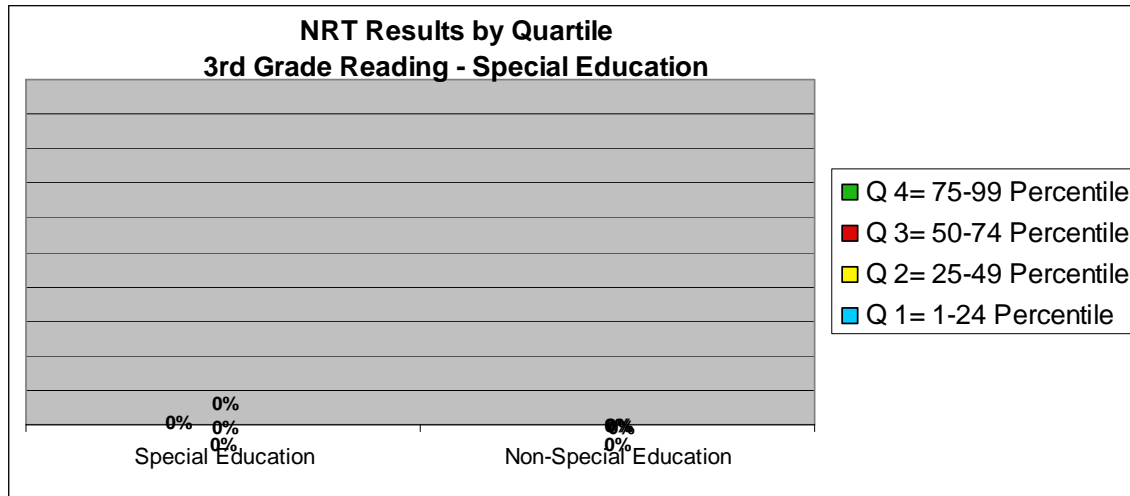
The graph illustrates how the 3rd grade students performed in total reading and math. 44% of all students scored in the top two quartiles in the area of reading and 37% of all students received scores at the same level in the area of math.



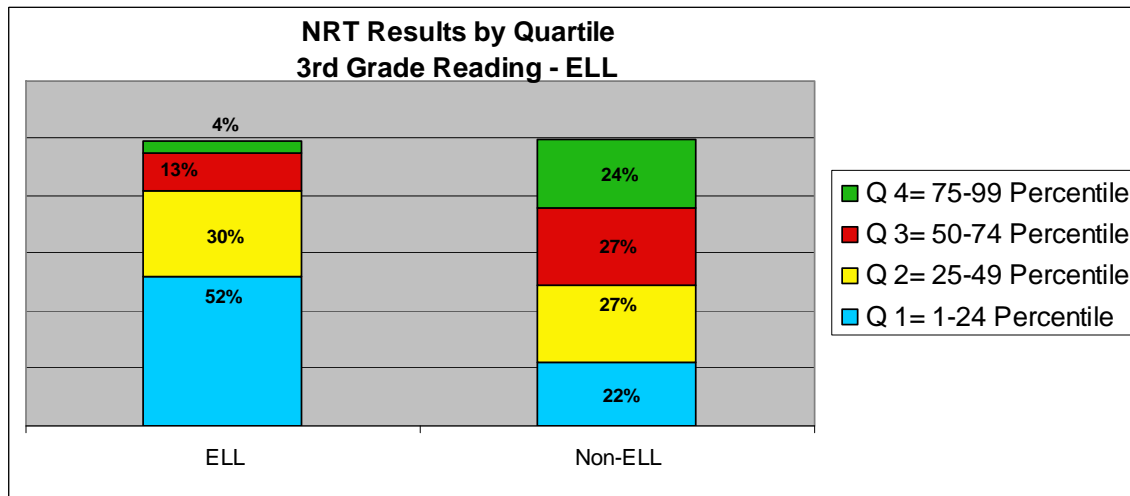
The graph illustrates how 3rd grade male and female students performed in the area of reading. 51% of female students scored in the top two quartiles while 34% of males received scores at the same level.



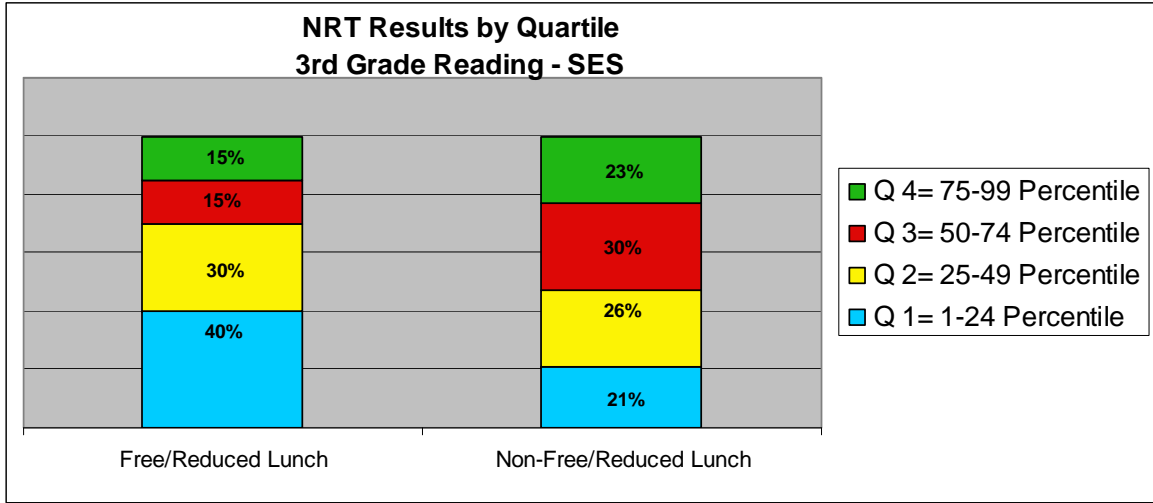
The graph illustrates how 3rd grade students from different ethnicities performed in the area of reading. 58% of White students scored in the top two quartiles while 20% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



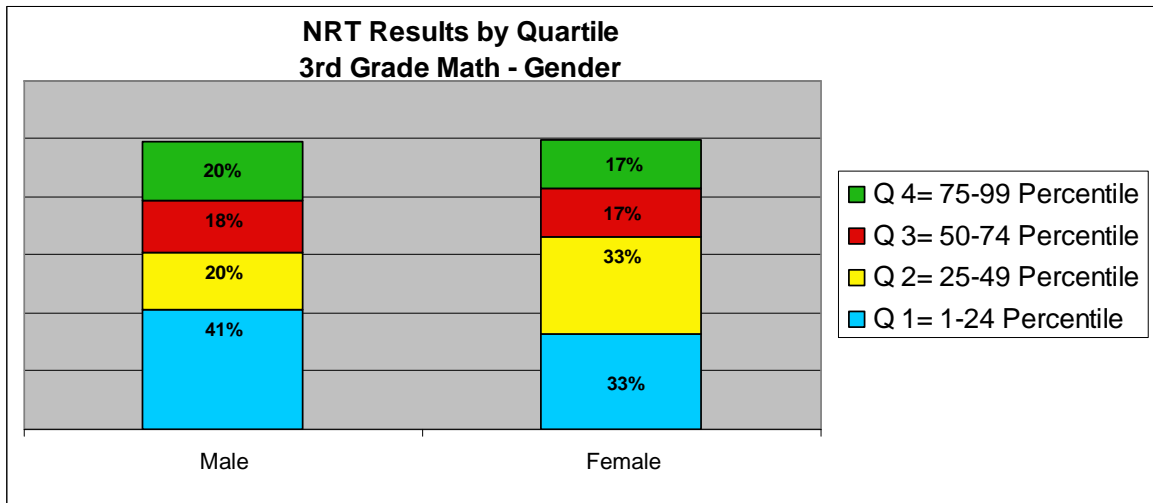
The graph illustrates how 3rd grade special education and non-special education students performed in the area of reading. 40% of Non-special education students scored in the top two quartiles while 8% of special education students received scores at the same level.



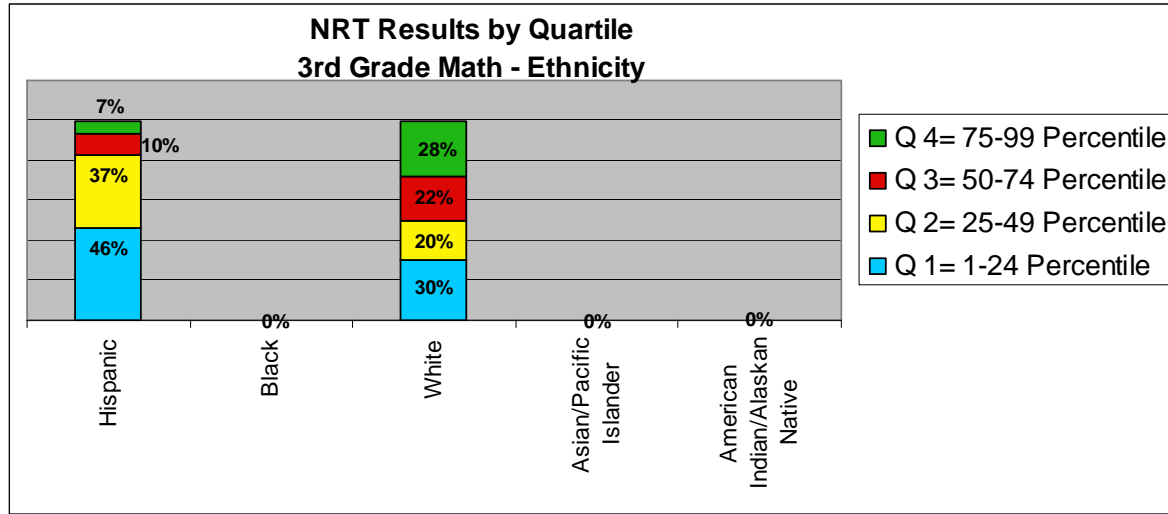
The graph illustrates how 3rd grade ELL and Non-ELL students performed in the area of reading. 51% of non-ELL students scored in the top two quartiles while 17% of ELL students received scores at the same level.



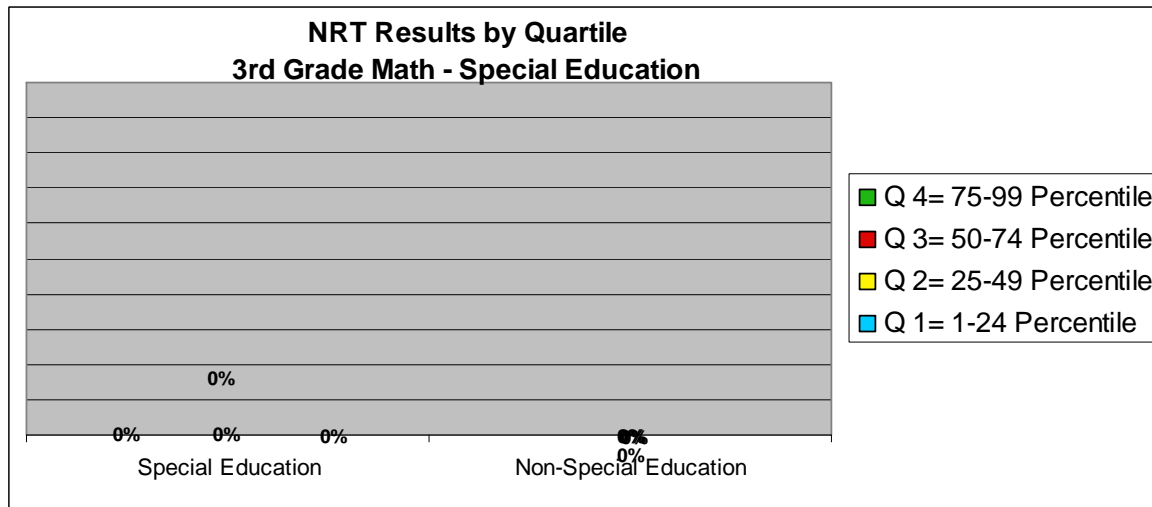
The graph illustrates how 3rd grade students receiving free or reduced lunch and students not receiving these services performed in the area of reading. 53% of students not receiving free or reduced lunch scored in the top two quartiles while 30% of students receiving these services scored at the same level.



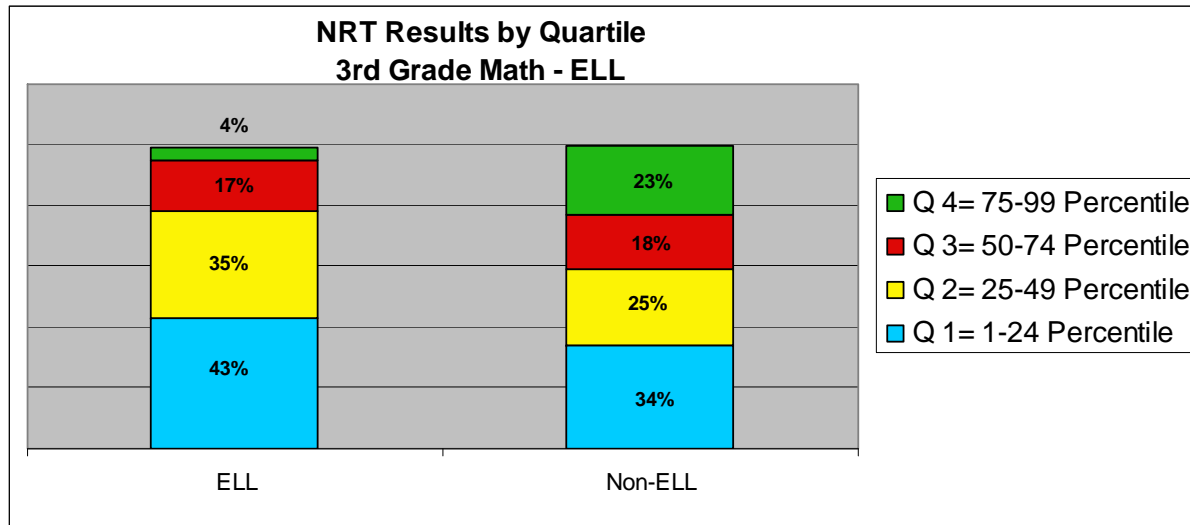
The graph illustrates how 3rd grade male and female students performed in the area of math. 38% of male students scored in the top two quartiles while 34% of females received scores at the same level.



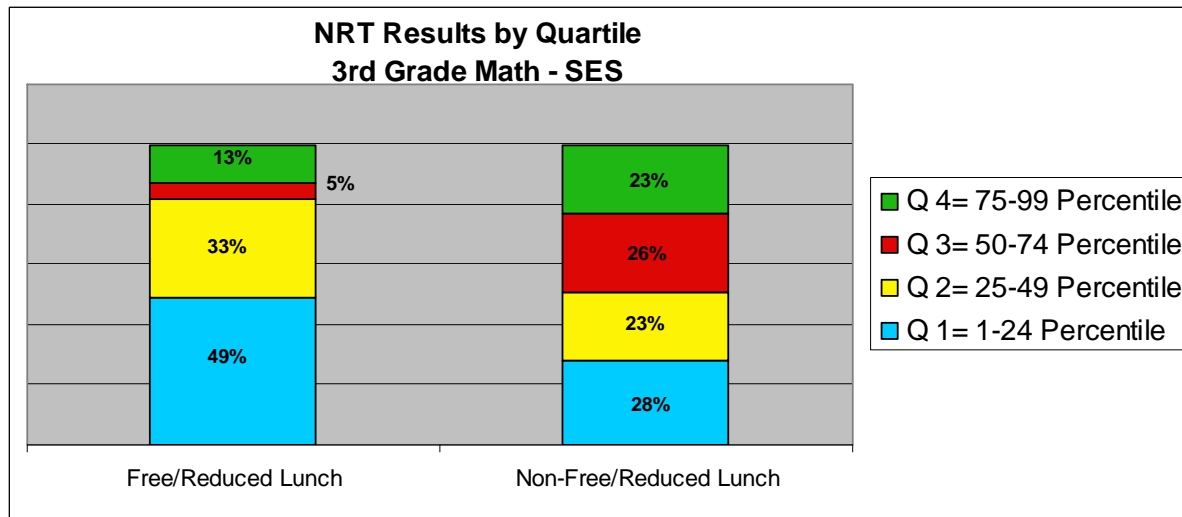
The graph illustrates how 3rd grade students from different ethnicities performed in the area of math. 50% of White students scored in the top two quartiles while 17% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 3rd grade special education and non-special education students performed in the area of math. 35% of Non-special education students scored in the top two quartiles while 8% of special education students received scores at the same level.

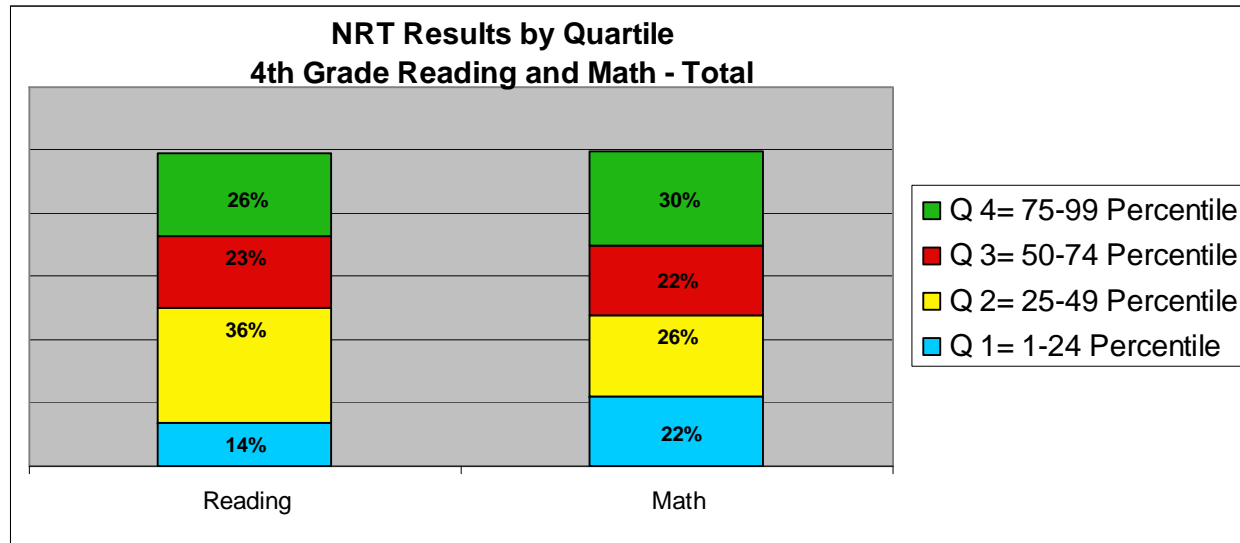


The graph illustrates how 3rd grade ELL and Non-ELL students performed in the area of math. 41% of non-ELL students scored in the top two quartiles while 21% of ELL students received scores at the same level.

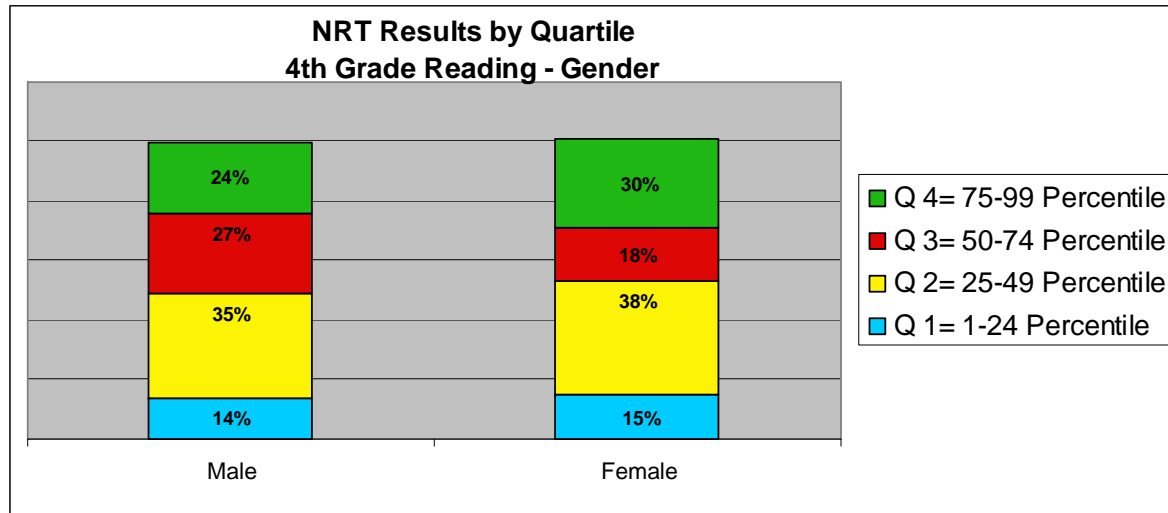


The graph illustrates how 3rd grade students receiving free or reduced lunch and students not receiving these services performed in the area of math. 49% of students not receiving free or reduced lunch scored in the top two quartiles while 18% of students receiving these services scored at the same level.

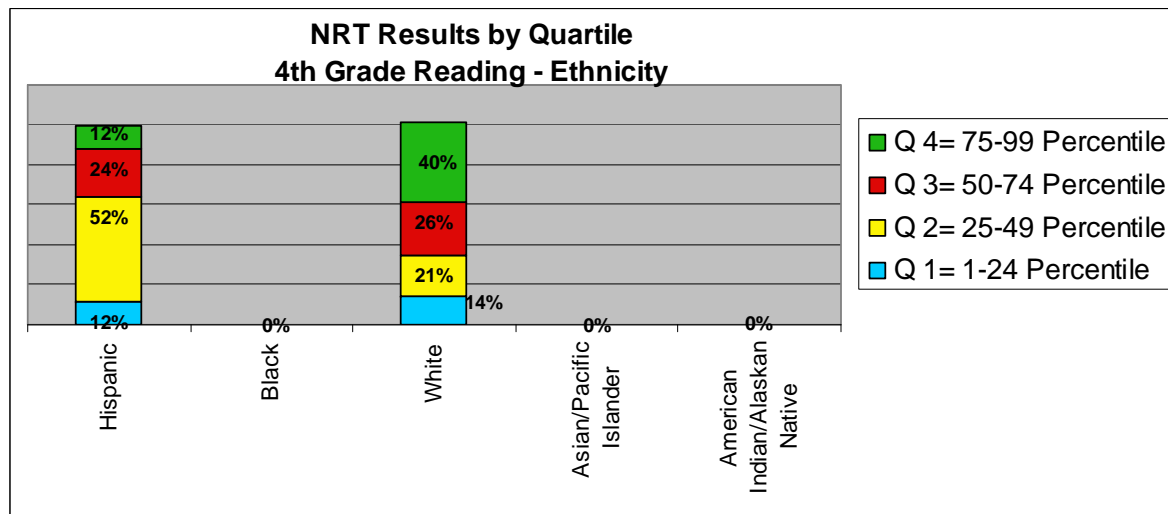
4th Grade Results



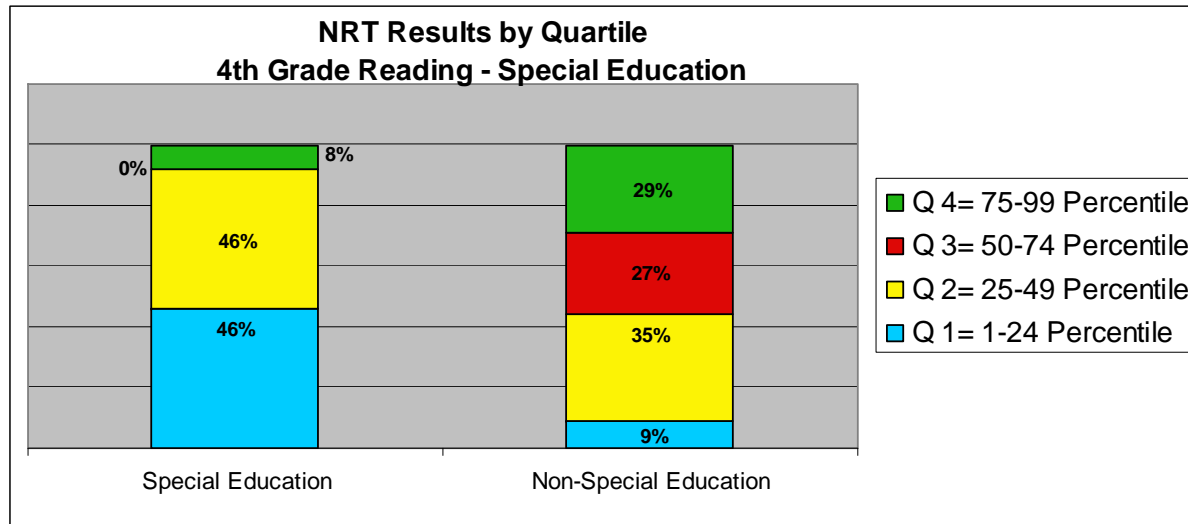
The graph illustrates how the 4th grade students performed in total reading and math. 49% of all students scored in the top two quartiles in the area of reading and 52% of all students received scores at the same level in the area of math.



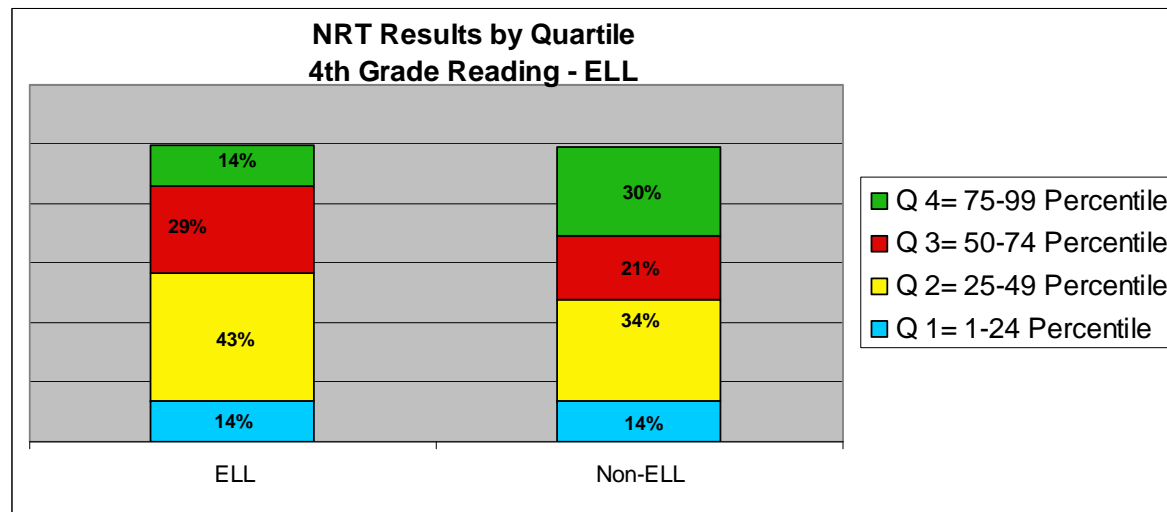
The graph illustrates how 4th grade male and female students performed in the area of reading. 48% of female students scored in the top two quartiles while 51% of males received scores at the same level.



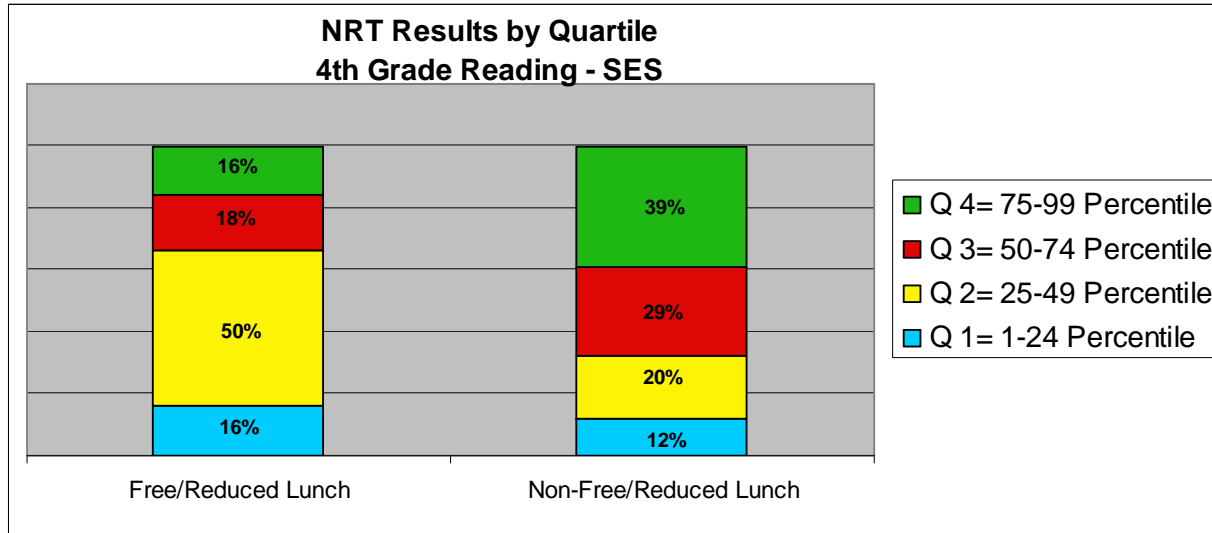
The graph illustrates how 4th grade students from different ethnicities performed in the area of reading. 66% of White students scored in the top two quartiles while 36% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



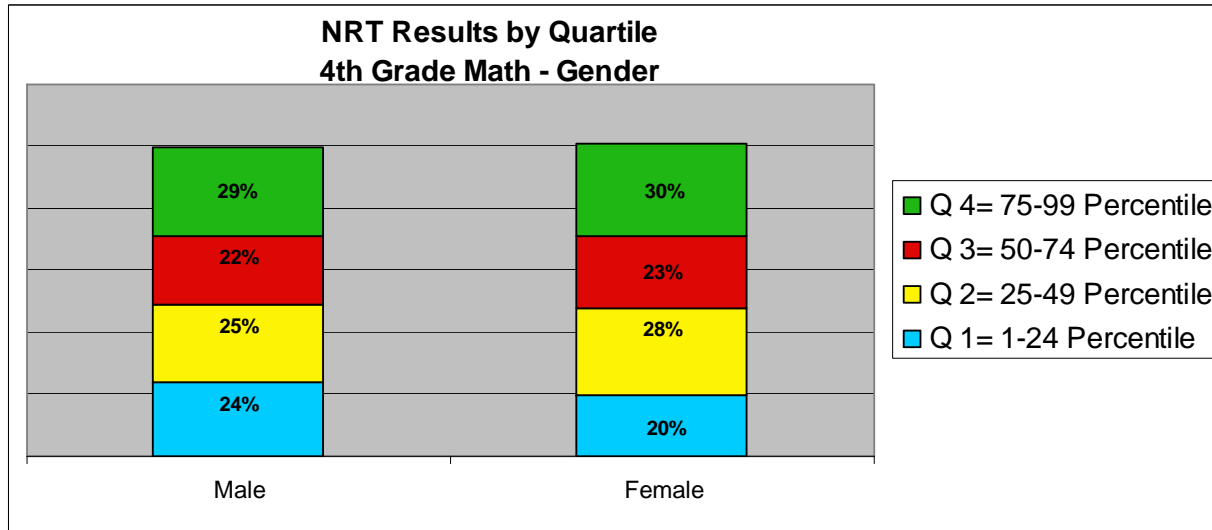
The graph illustrates how 4th grade special education and non-special education students performed in the area of reading. 56% of Non-special education students scored in the top two quartiles while 8% of special education students received scores at the same level.



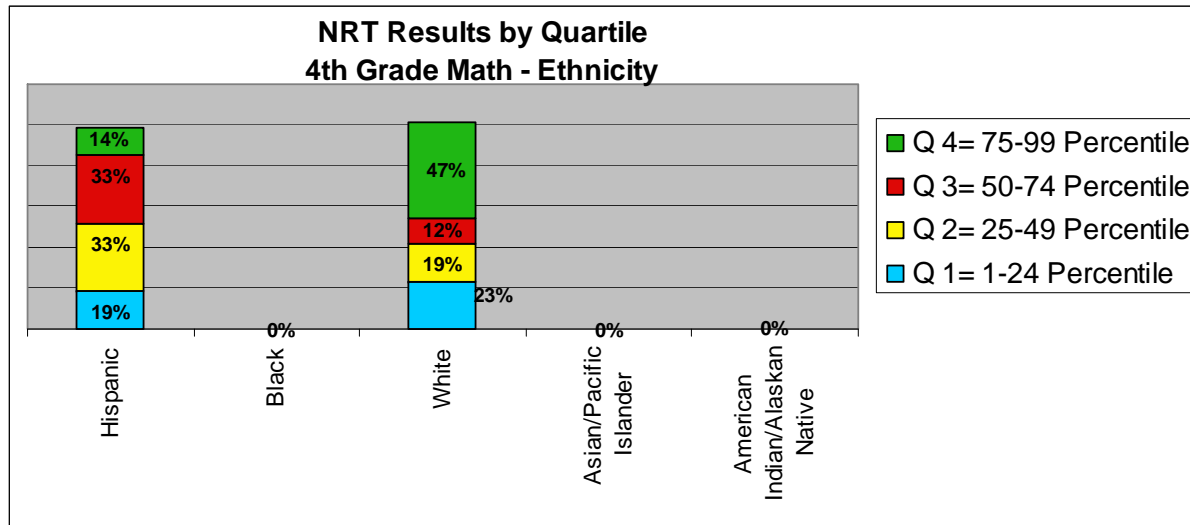
The graph illustrates how 4th grade ELL and Non-ELL students performed in the area of reading. 51% of non-ELL students scored in the top two quartiles while 43% of ELL students received scores at the same level.



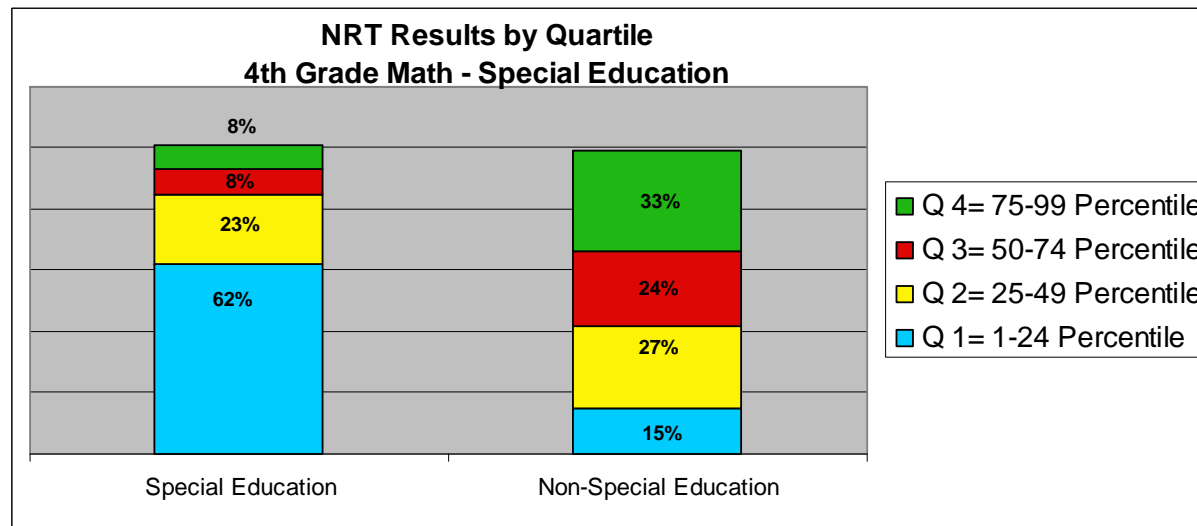
The graph illustrates how 4th grade students receiving free or reduced lunch and students not receiving these services performed in the area of reading. 68% of students not receiving free or reduced lunch scored in the top two quartiles while 34% of students receiving these services scored at the same level.



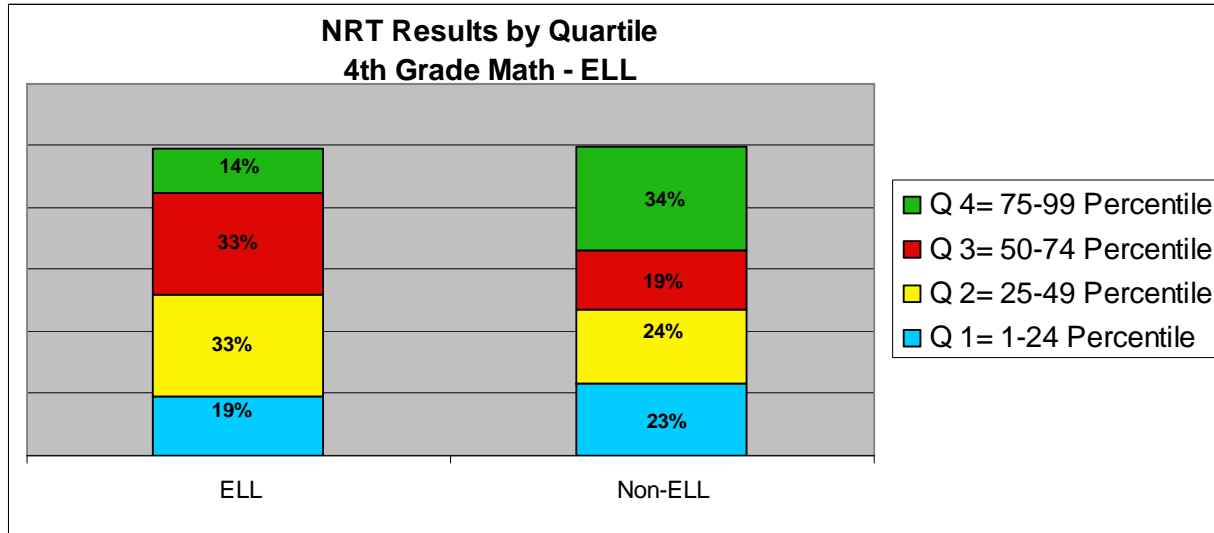
The graph illustrates how 4th grade male and female students performed in the area of math. 53% of female students scored in the top two quartiles while 51% of males received scores at the same level.



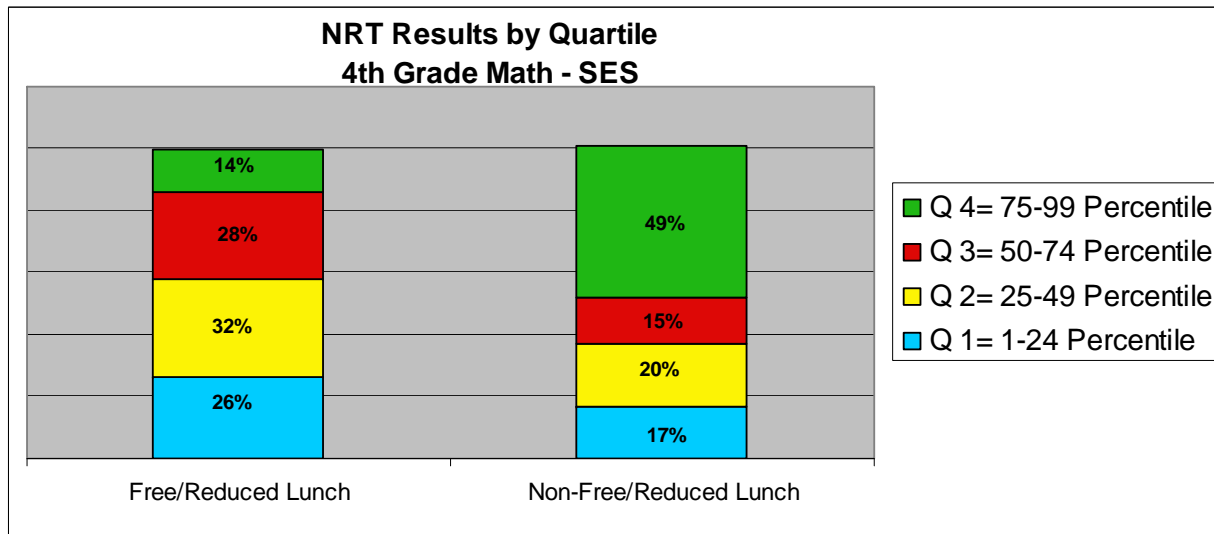
The graph illustrates how 4th grade students from different ethnicities performed in the area of math. 59% of White students scored in the top two quartiles while 47% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 4th grade special education and non-special education students performed in the area of math. 57% of Non-special education students scored in the top two quartiles while 16% of special education students received scores at the same level.

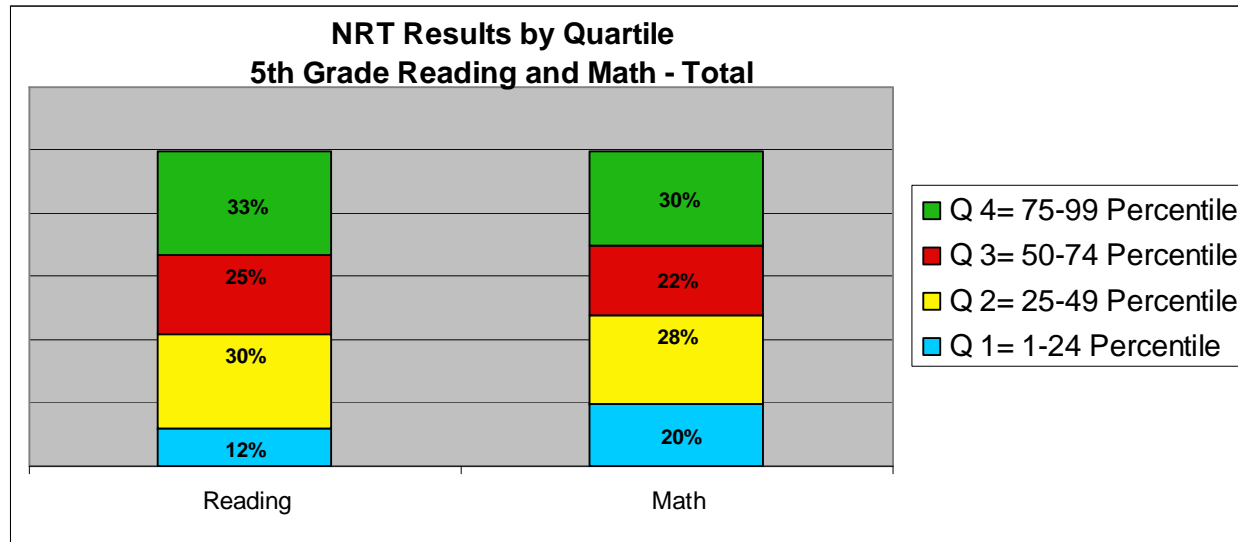


The graph illustrates how 4th grade ELL and Non-ELL students performed in the area of math. 53% of non-ELL students scored in the top two quartiles while 47% of ELL students received scores at the same level.

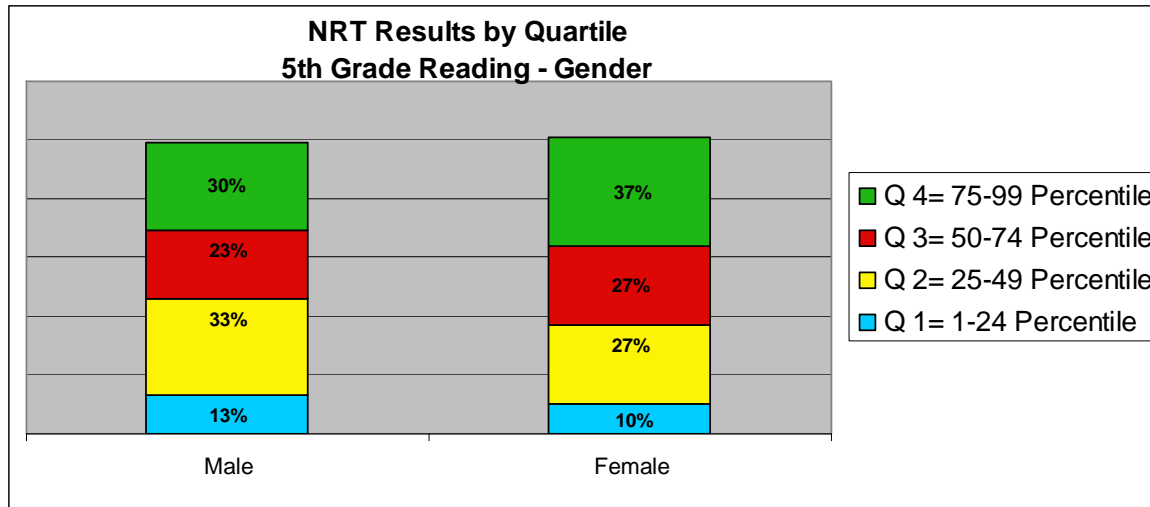


The graph illustrates how 4th grade students receiving free or reduced lunch and students not receiving these services performed in the area of math. 64% of students not receiving free or reduced lunch scored in the top two quartiles while 42% of students receiving these services scored at the same level.

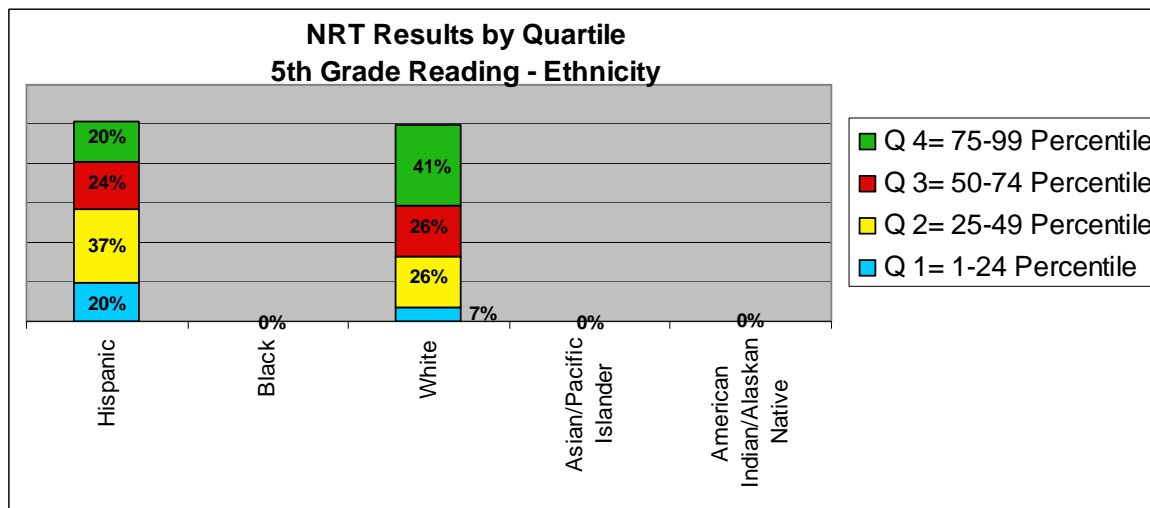
5th Grade



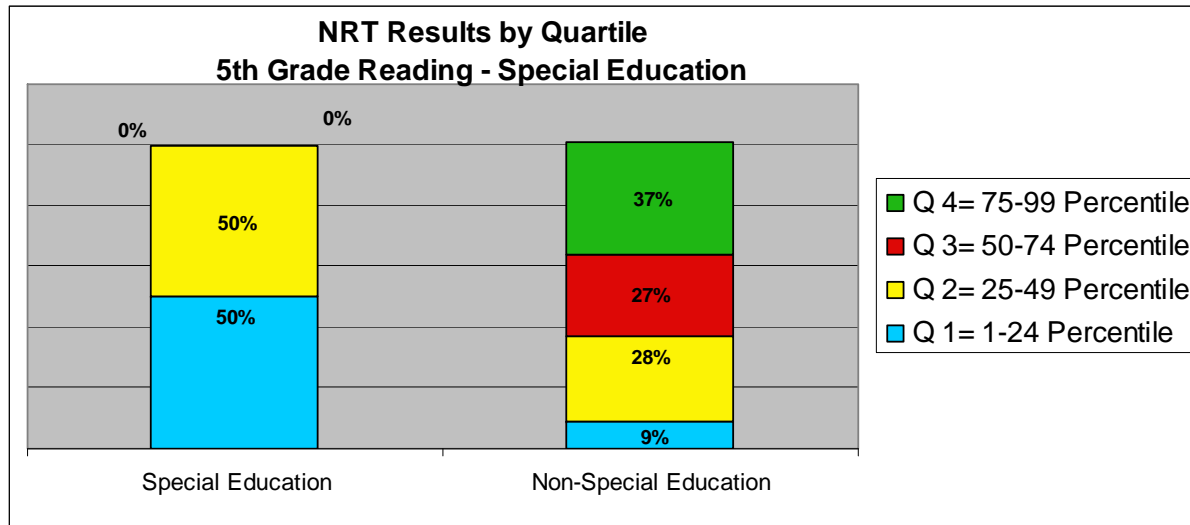
The graph illustrates how the 5th grade students performed in total reading and math. 58% of all students scored in the top two quartiles in the area of reading and 52% of all students received scores at the same level in the area of math.



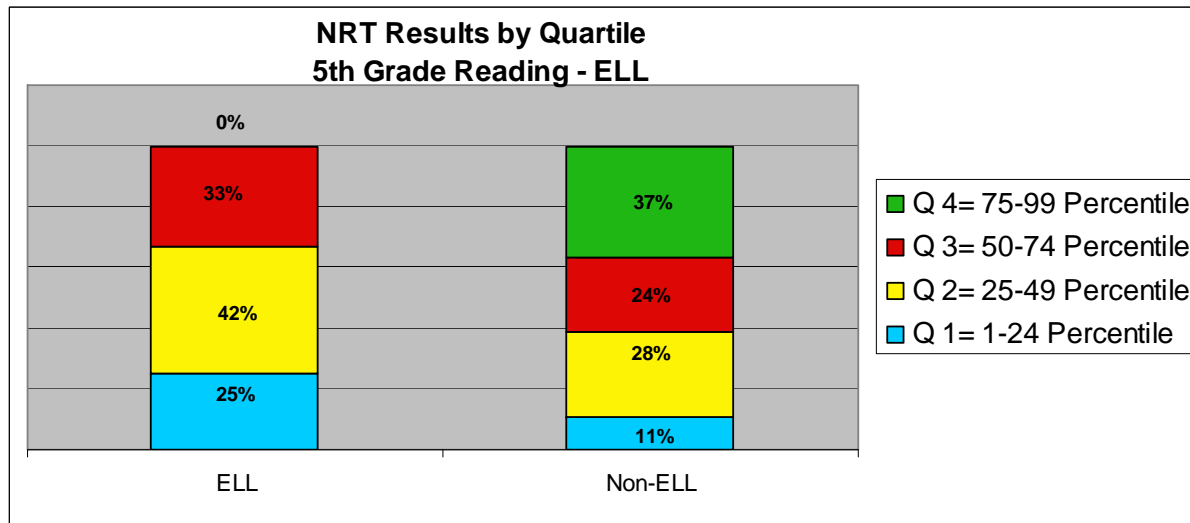
The graph illustrates how 5th grade male and female students performed in the area of reading. 64% of female students scored in the top two quartiles while 53% of males received scores at the same level.



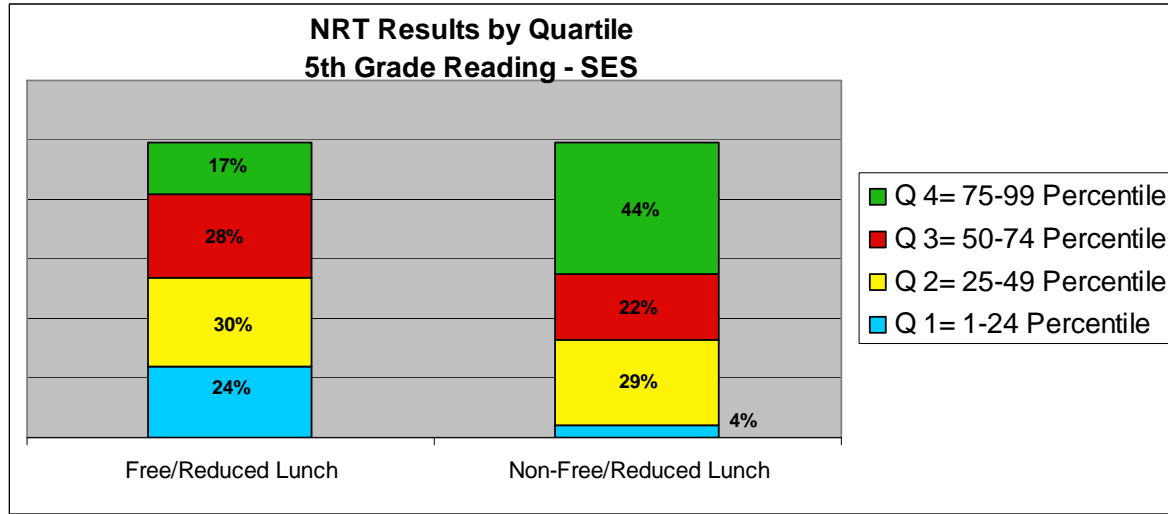
The graph illustrates how 5th grade students from different ethnicities performed in the area of reading. 67% of White students scored in the top two quartiles while 44% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



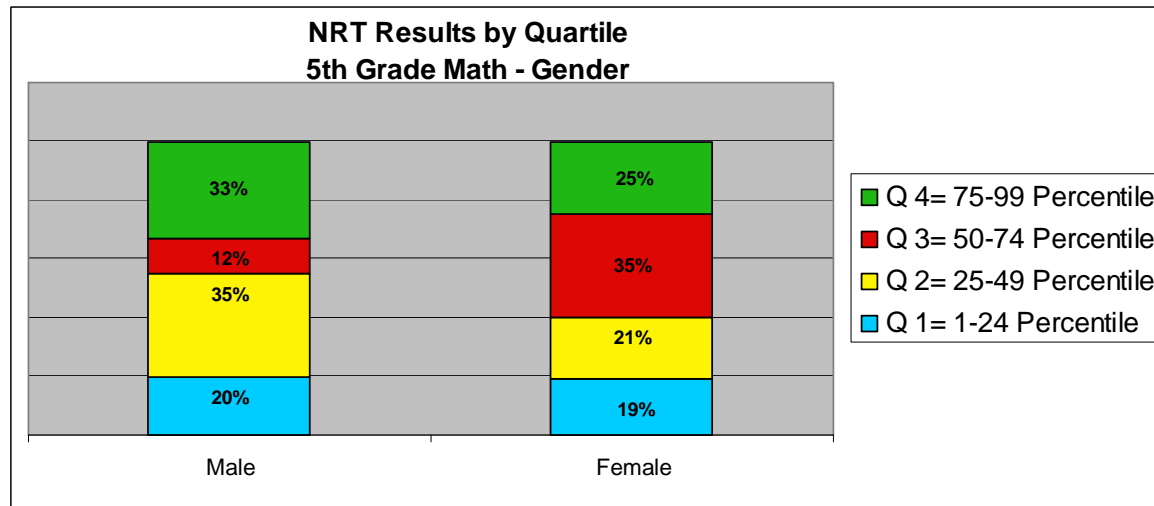
The graph illustrates how 5th grade special education and non-special education students performed in the area of reading. 64% of Non-special education students scored in the top two quartiles while no special education students received scores at the same level.



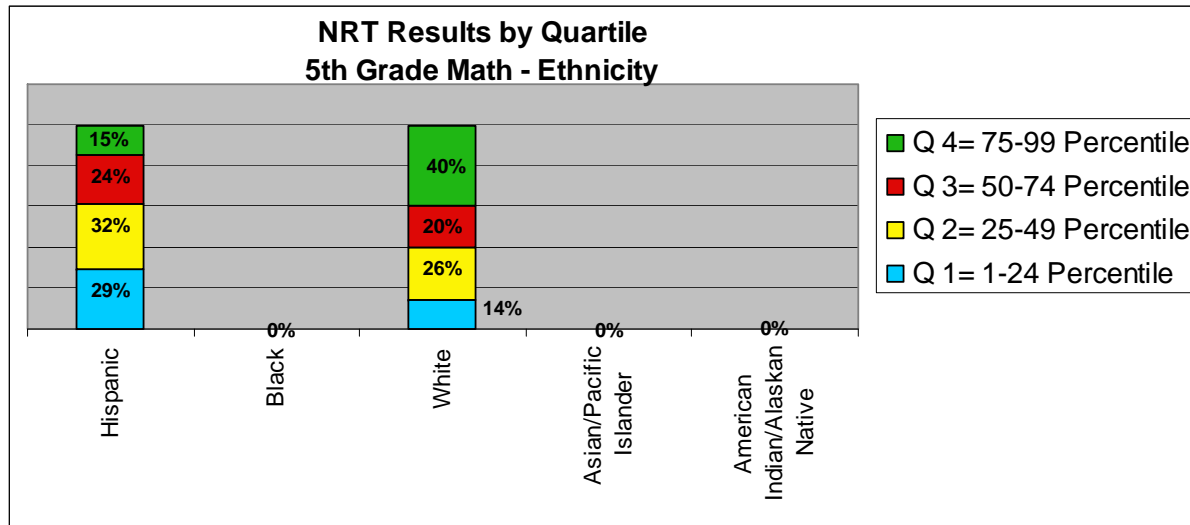
The graph illustrates how 5th grade ELL and Non-ELL students performed in the area of reading. 61% of non-ELL students scored in the top two quartiles while 33% of ELL students received scores at the same level.



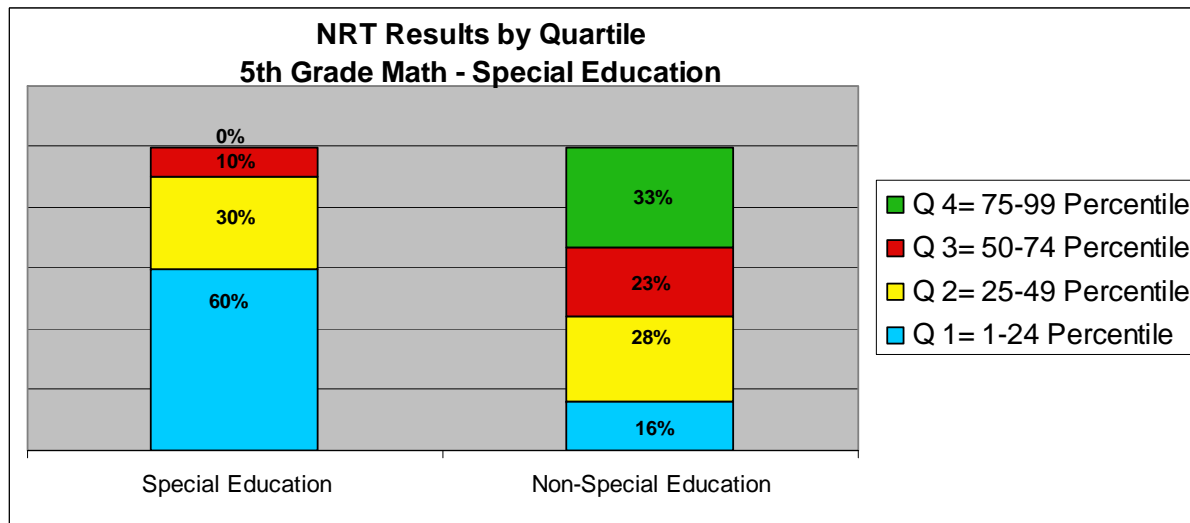
The graph illustrates how 5th grade students receiving free or reduced lunch and students not receiving these services performed in the area of reading. 66% of students not receiving free or reduced lunch scored in the top two quartiles while 45% of students receiving these services scored at the same level.



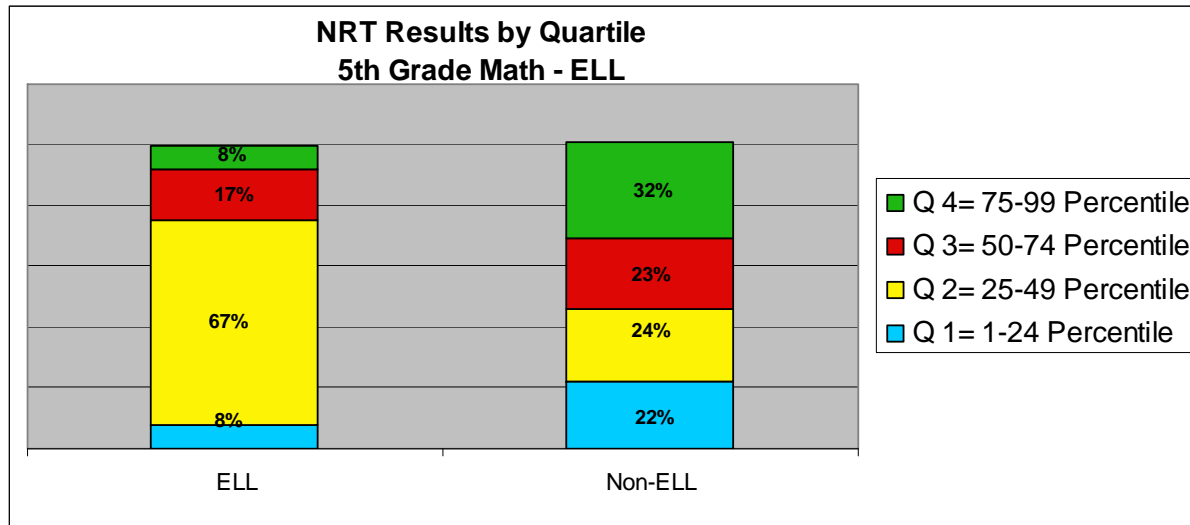
The graph illustrates how 5th grade male and female students performed in the area of math. 45% of male students scored in the top two quartiles while 60% of females received scores at the same level.



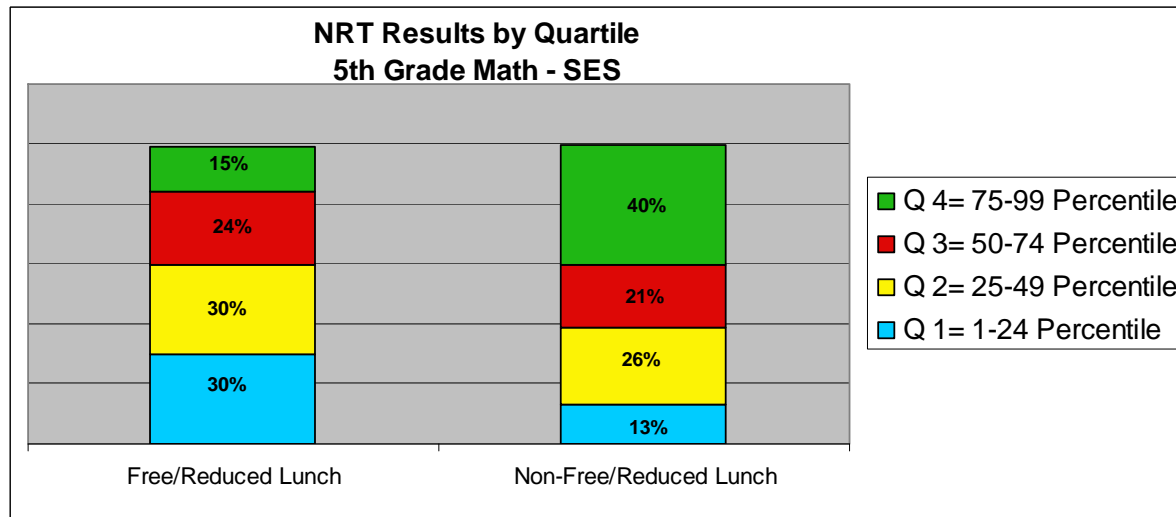
The graph illustrates how 5th grade students from different ethnicities performed in the area of math. 60% of White students scored in the top two quartiles while 39% of Hispanics received scores at the same level. Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 5th grade special education and non-special education students performed in the area of math. 56% of Non-special education students scored in the top two quartiles while 10% of special education students received scores at the same level.



The graph illustrates how 5th grade ELL and Non-ELL students performed in the area of math. 55% of non-ELL students scored in the top two quartiles while 25% of ELL students received scores at the same level.

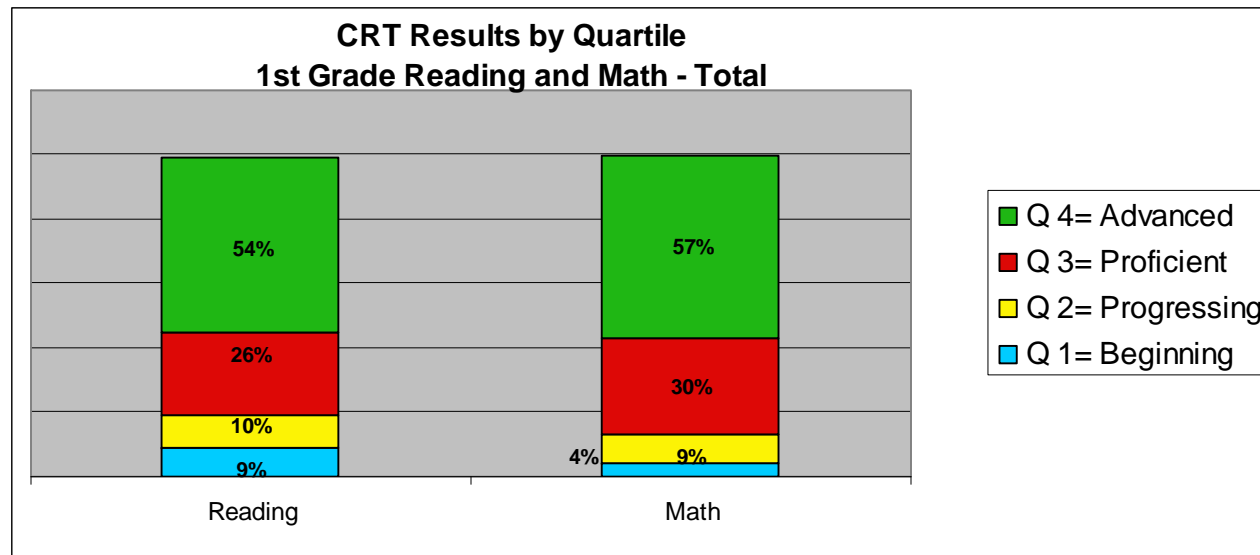


The graph illustrates how 5th grade students receiving free or reduced lunch and students not receiving these services performed in the area of math. 61% of students not receiving free or reduced lunch scored in the top two quartiles while 39% of students receiving these services scored at the same level.

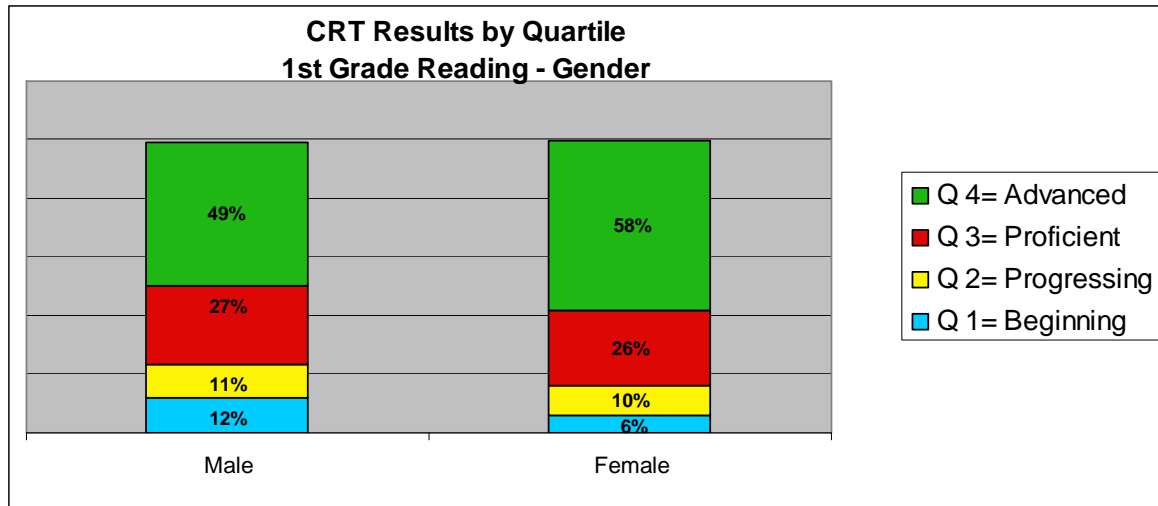
Criterion Referenced Test Results (2007-08)

In this section you will find results for the Criterion Referenced Tests given at grades 1, 4, and 5. The data includes how all students did in each subject area, followed by a breakdown by gender, ethnicity, ELL, SES(free/reduced lunch), and special education. In the area of ethnicity some data was not presentable due to the lack of numbers, less than 10 students, in those specific sub-groups. In all graphs, the percent listed is the percent of students who performed at the indicated level. The summaries for each graph will refer to the terms “proficient” and “not proficient”. Students need to perform within the top two quartiles to be considered proficient in an area and therefore have met the standard for the subject area.

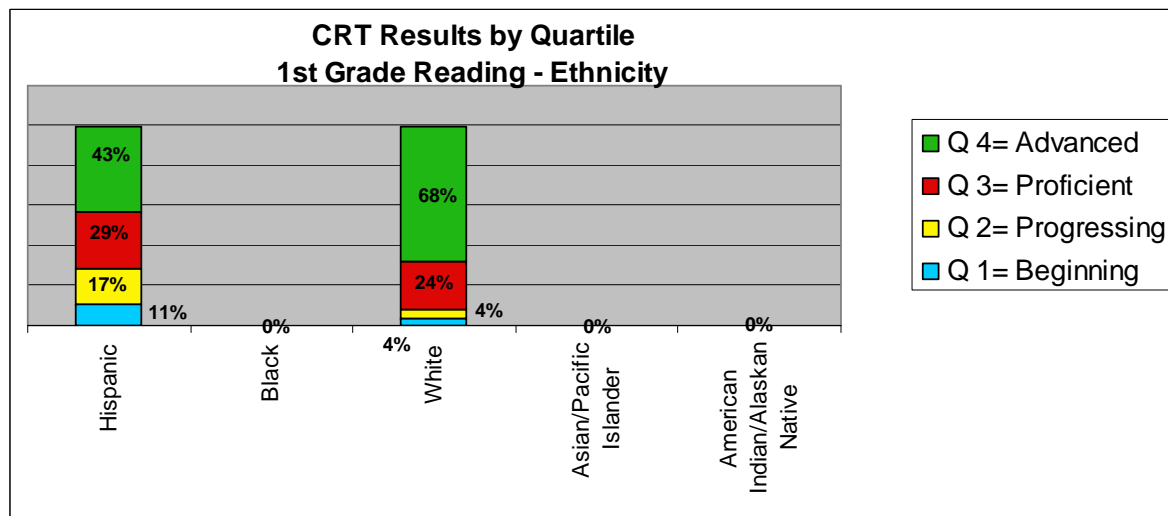
1st Grade (Reading and Math)



The graph illustrates how the 1st grade students performed in the areas of reading and math. In reading, 80% of students were proficient, while 19% were not. In the area of math 87% of students were proficient, while 13% scored below the proficient range.

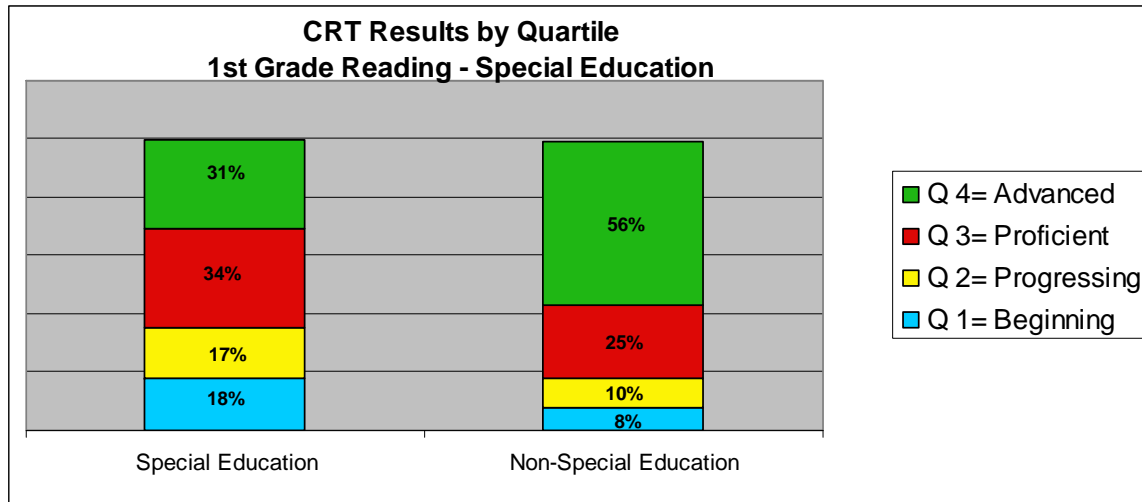


The graph illustrates how 1st grade male and female students performed in the area of reading. 84% of females were proficient while 16% were not. 76% of males received scores at the proficient level with 23% scoring below the proficient range.

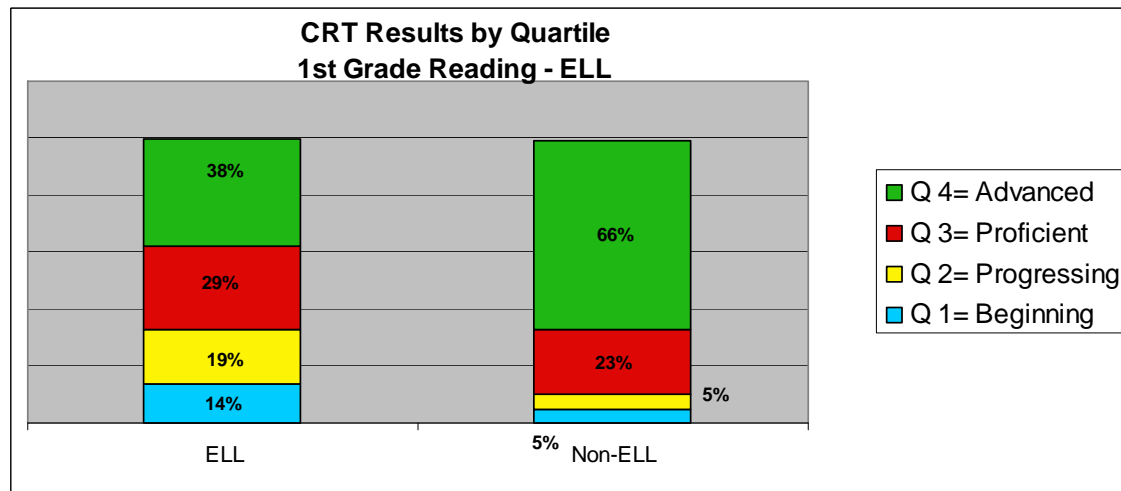


The graph illustrates how 1st grade students from different ethnicities performed in the area of reading. 92% of White students scored at the proficient level while 8% did not. 72% of Hispanic students received scores at the proficient level with 28% scoring below the proficient range.

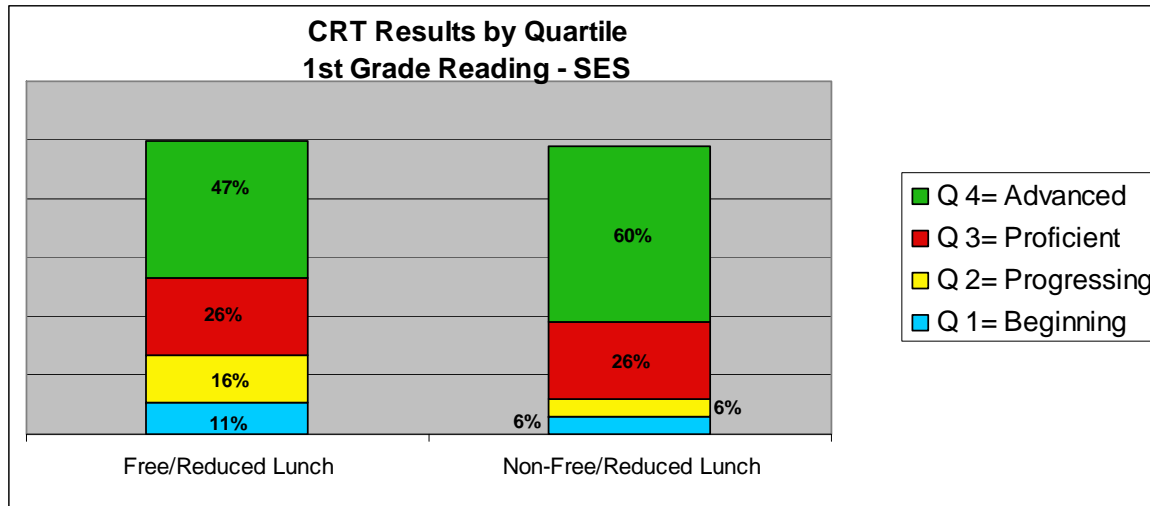
Other ethnic groups were not presented due to population numbers less than 10.



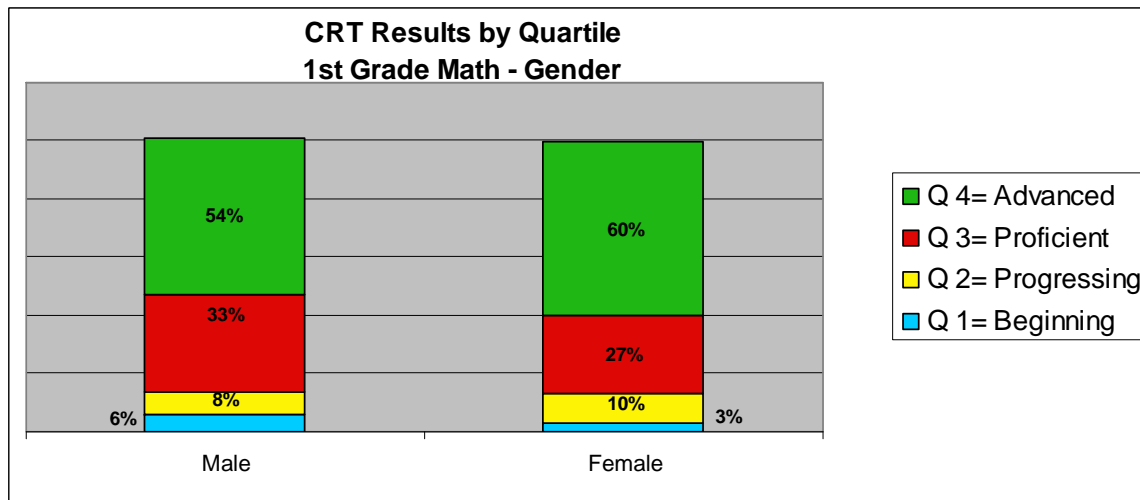
The graph illustrates how 1st grade special education and non-special education students performed in the area of reading. 81% of Non-special education students scored at the proficient level while 18% did not. 65% of special education students received scores at the proficient level while 35% scored below the proficient range.



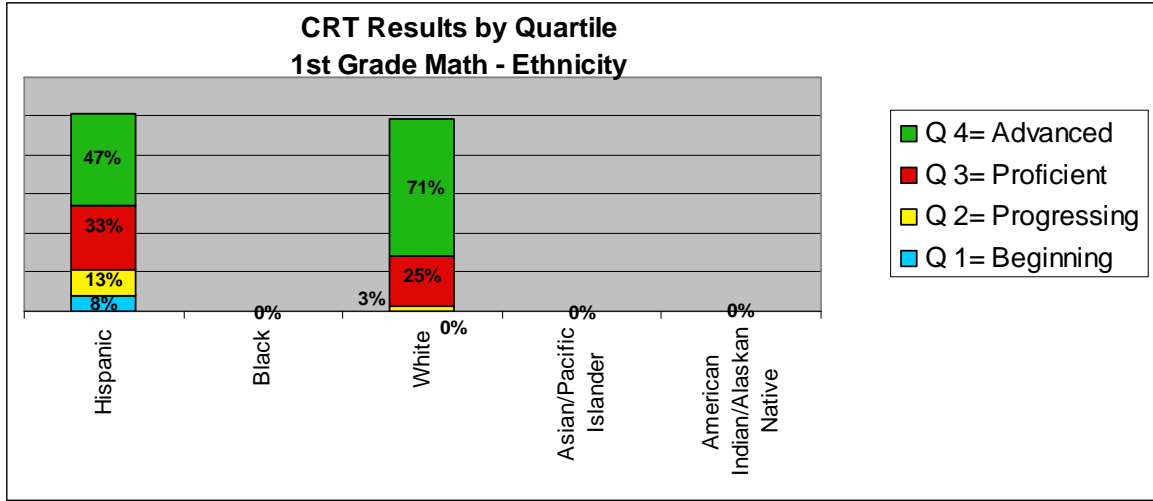
The graph illustrates how 1st grade ELL and Non-ELL students performed in the area of reading. 89% of non-ELL students scored at the proficient level while 10% did not. 67% of ELL students received scores at the proficient level while 33% scored below the proficient range.



The graph illustrates how 1st grade students receiving free or reduced lunch and students not receiving these services performed in the area of reading. 86% of students not receiving free or reduced lunch scored at the proficient level while 12% did not. 73% of students receiving free or reduced lunch scored at the proficient level while 27% scored below the proficient range.

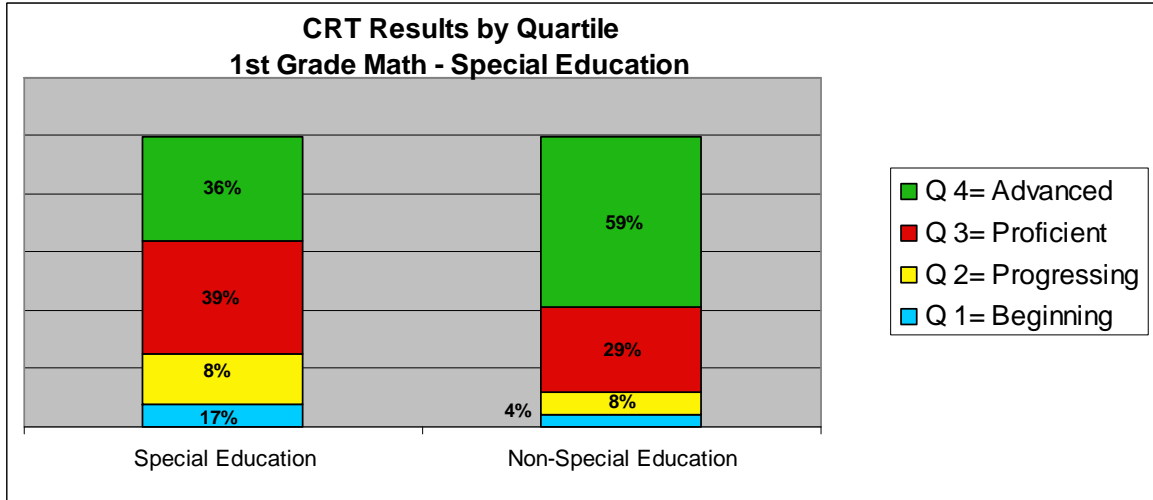


The graph illustrates how 1st grade male and female students performed in the area of math. 87% of males were proficient while 14% were not. 87% of females received scores at the proficient level with 13% scoring below the proficient range.

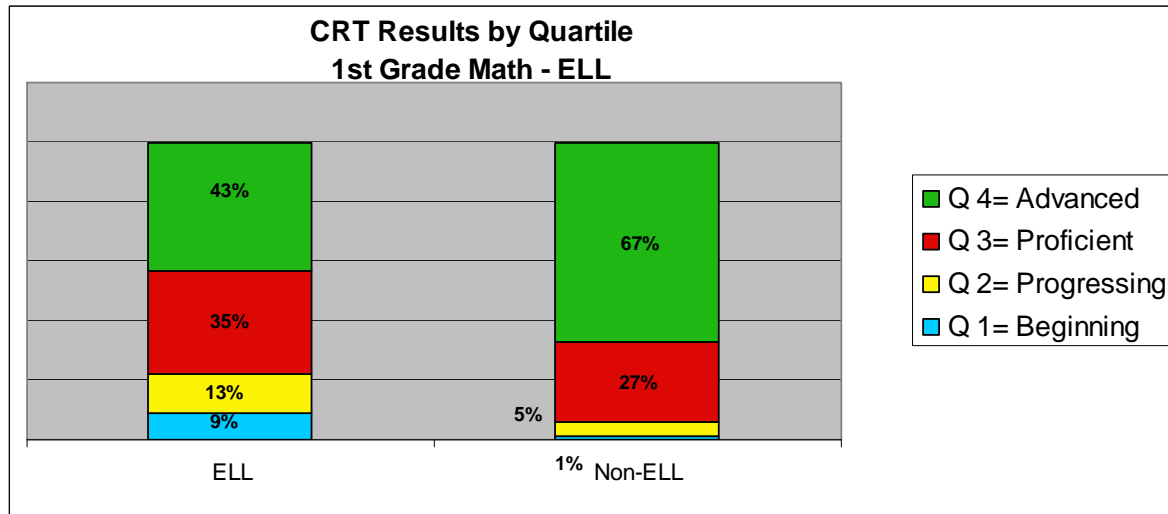


The graph illustrates how 1st grade students from different ethnicities performed in the area of math. 96% of White students scored at the proficient level while 3% did not. 80% of Hispanic students received scores at the proficient level with 21% scoring below the proficient range.

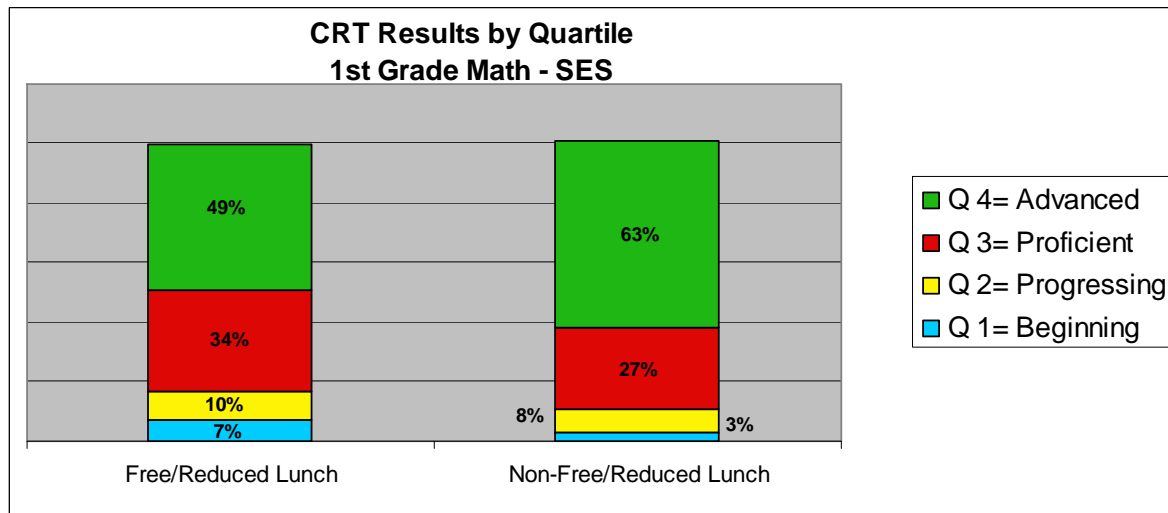
Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 1st grade special education and non-special education students performed in the area of math. 88% of Non-special education students scored at the proficient level while 12% did not. 75% of special education students received scores at the proficient level while 25% scored below the proficient range.

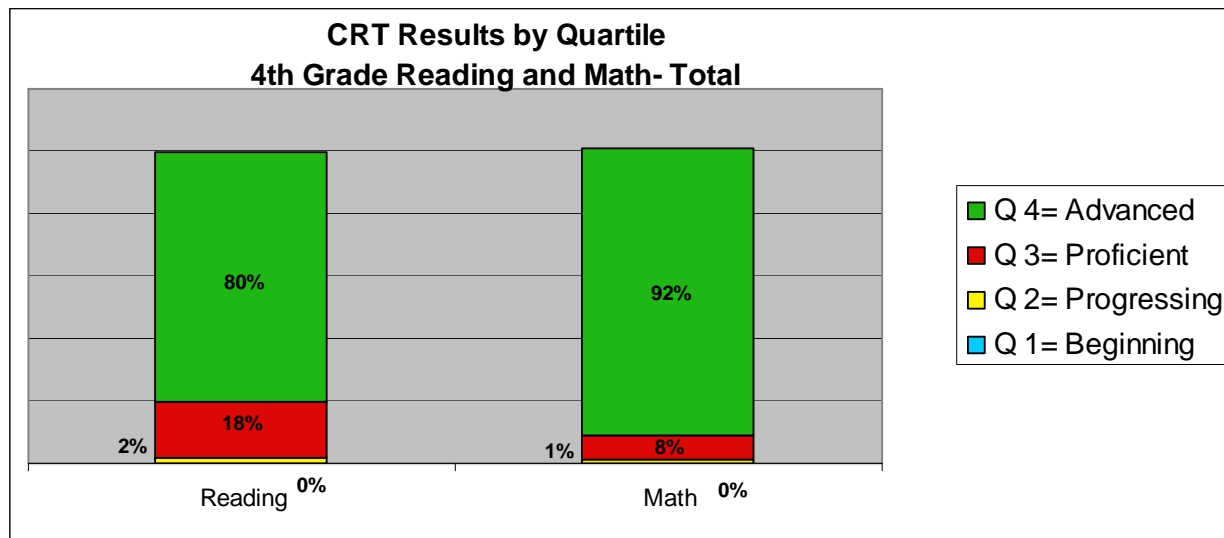


The graph illustrates how 1st grade ELL and Non-ELL students performed in the area of math. 94% of non-ELL students scored at the proficient level while 6% did not. 78% of ELL students received scores at the proficient level while 22% scored below the proficient range.

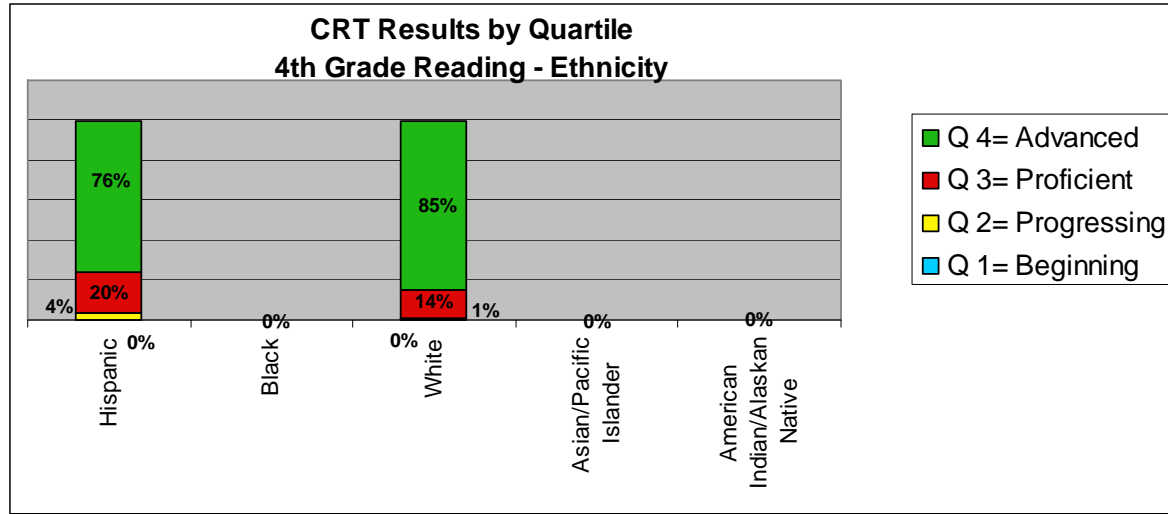


The graph illustrates how 1st grade students receiving free or reduced lunch and students not receiving these services performed in the area of math. 90% of students not receiving free or reduced lunch scored at the proficient level while 11% did not. 83% of students receiving free or reduced lunch scored at the proficient level while 17% scored below the proficient range.

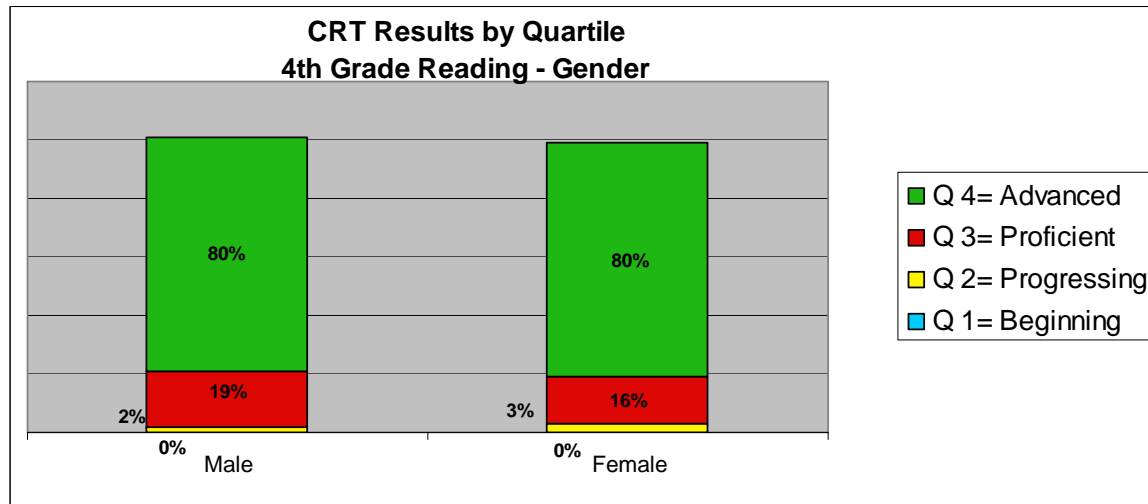
4th Grade (Reading and Math)



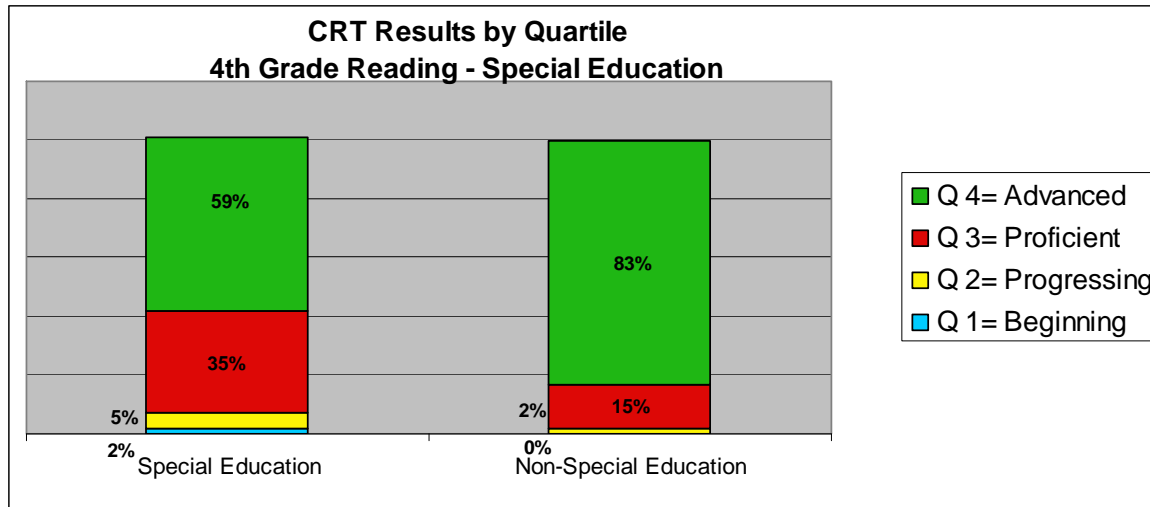
The graph illustrates how the 4th grade students performed in the areas of reading and math. In reading, 98% of students were proficient, while 2% were not. In the area of math 100% of students were proficient, while 1% scored below the proficient range.



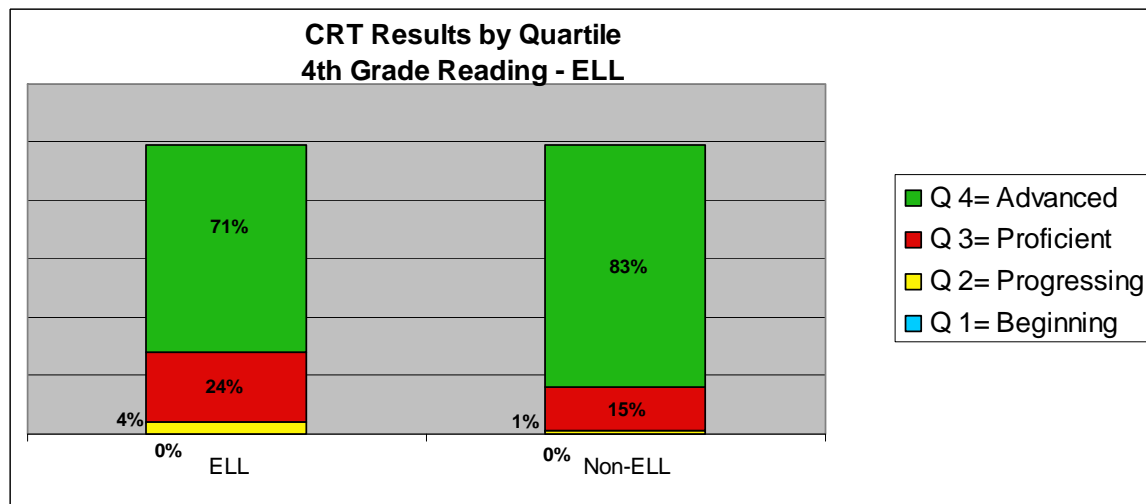
The graph illustrates how 4th grade students from different ethnicities performed in the area of reading. 99% of White students scored at the proficient level while 1% did not. 96% of Hispanic students received scores at the proficient level with 4% scoring below the proficient range. Other ethnic groups were not presented due to population numbers less than 10.



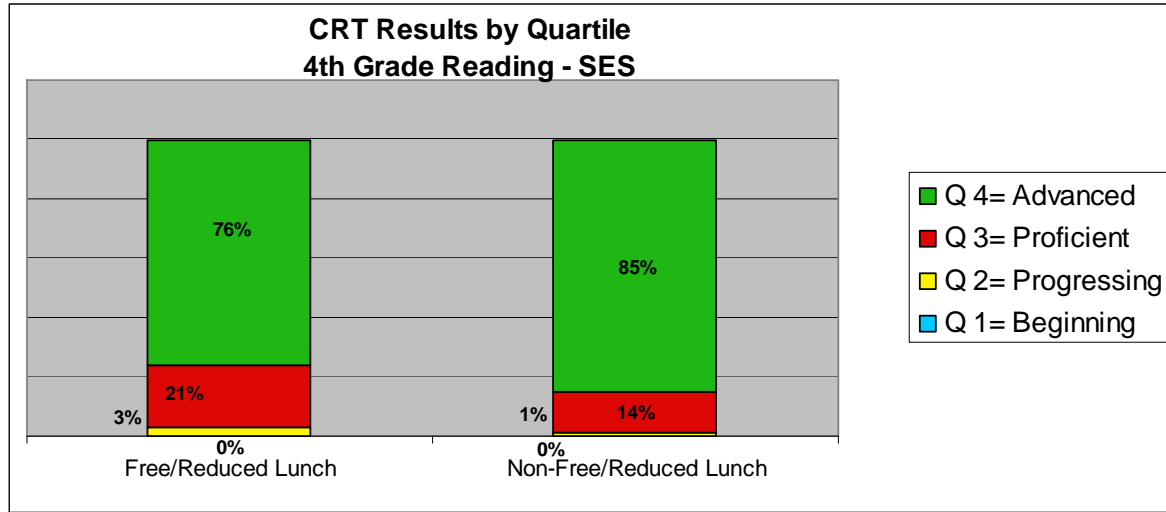
The graph illustrates how 4th grade male and female students performed in the area of reading. 96% of males were proficient while 3% were not. 99% of females received scores at the proficient level with 2% scoring below the proficient range.



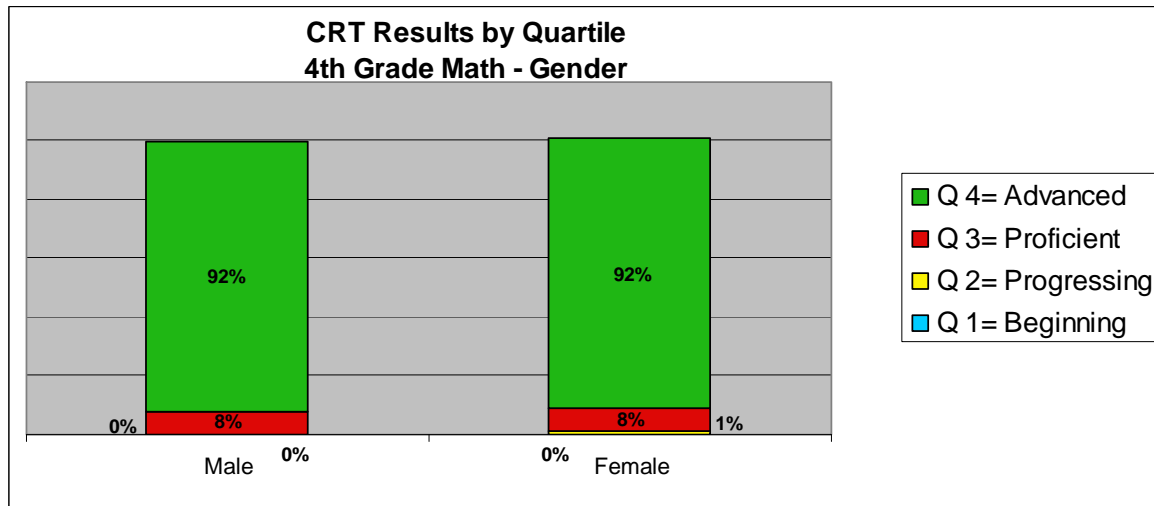
The graph illustrates how 4th grade special education and non-special education students performed in the area of reading. 98% of Non-special education students scored at the proficient level while 2% did not. 94% of special education students received scores at the proficient level while 7% scored below the proficient range.



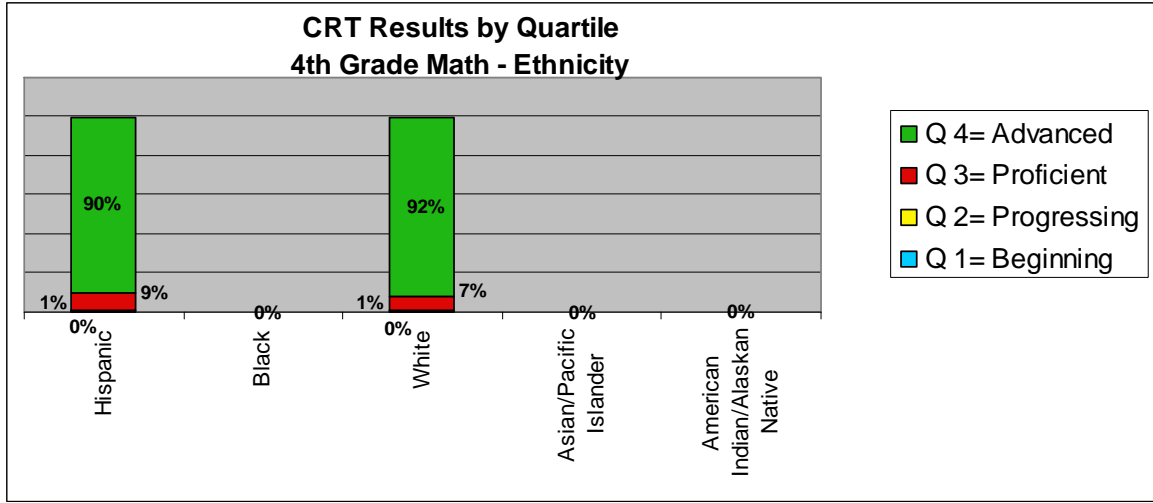
The graph illustrates how 4th grade ELL and Non-ELL students performed in the area of reading. 98% of non-ELL students scored at the proficient level while 1% did not. 95% of ELL students received scores at the proficient level while 4% scored below the proficient range.



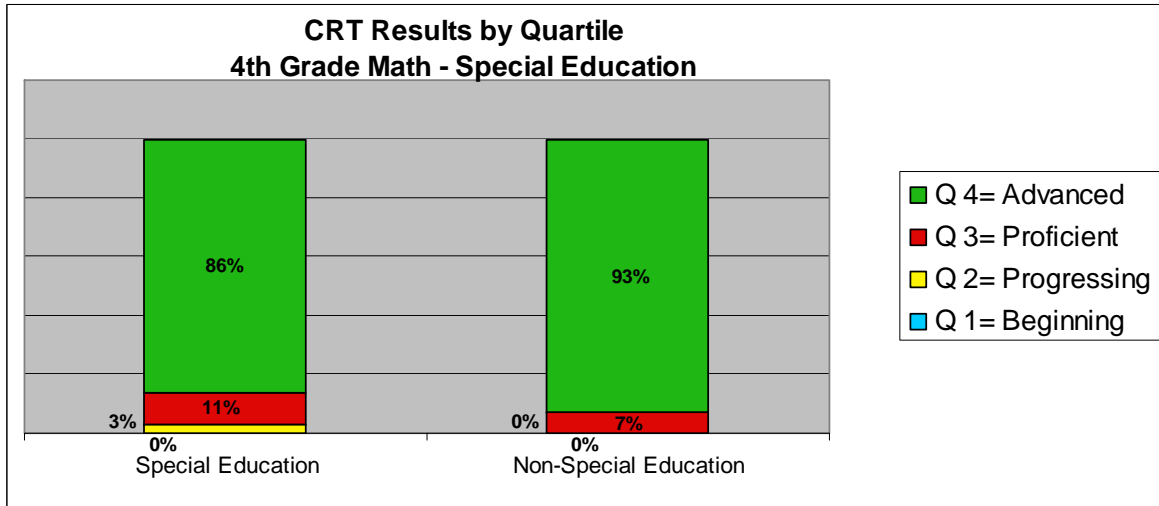
The graph illustrates how 4th grade students receiving free or reduced lunch and students not receiving these services performed in the area of reading. 99% of students not receiving free or reduced lunch scored at the proficient level while 1% did not. 97% of students receiving free or reduced lunch scored at the proficient level while 3% scored below the proficient range.



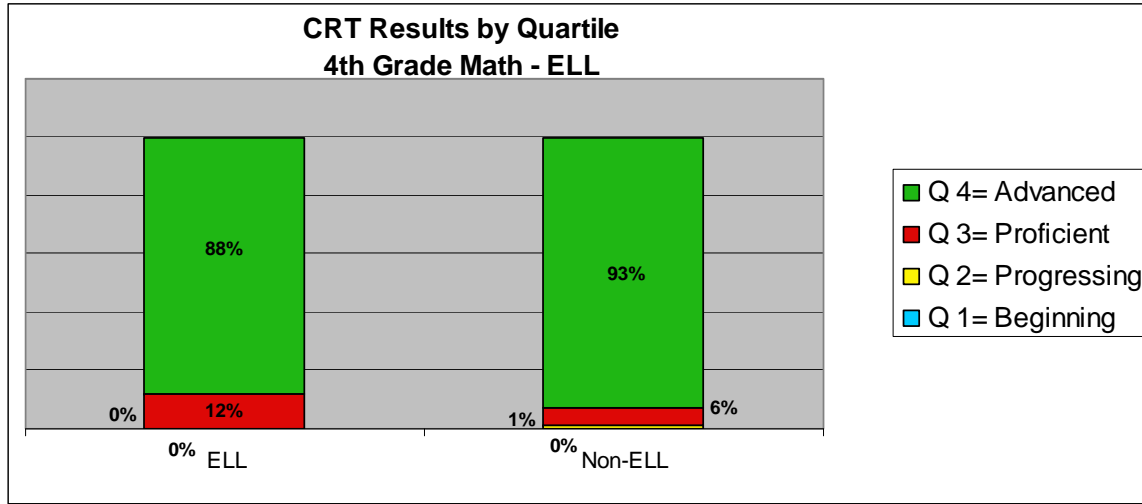
The graph illustrates how 4th grade male and female students performed in the area of math. 100% of females were proficient while 1% were not. 100% of males received scores at the proficient level with 0% scoring below the proficient range.



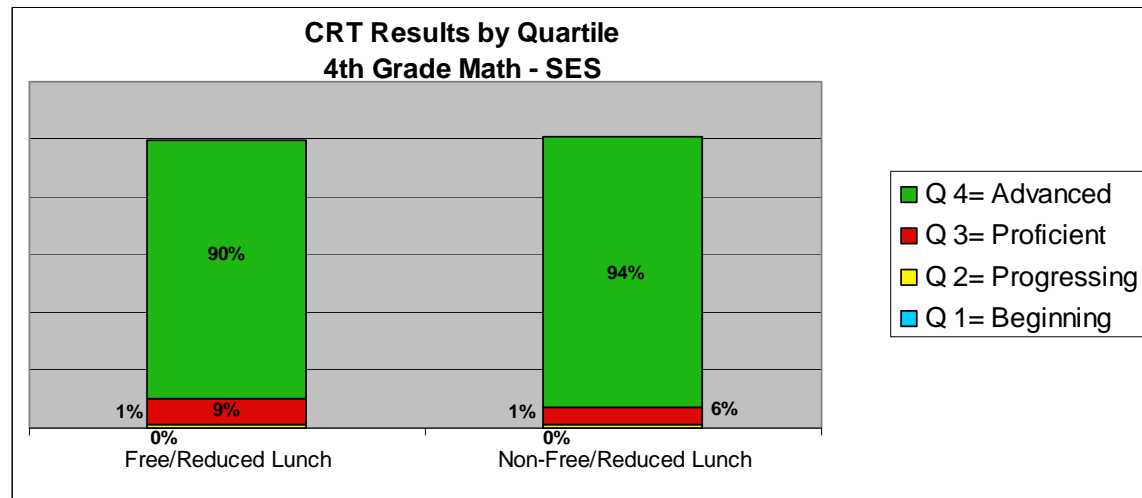
The graph illustrates how 4th grade students from different ethnicities performed in the area of math. 99% of White students scored at the proficient level while 1% did not. 99% of Hispanic students received scores at the proficient level with 1% scoring below the proficient range. Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 4th grade special education and non-special education students performed in the area of math. 100% of Non-special education students scored at the proficient level while 0% did not. 97% of special education students received scores at the proficient level while 3% scored below the proficient range.

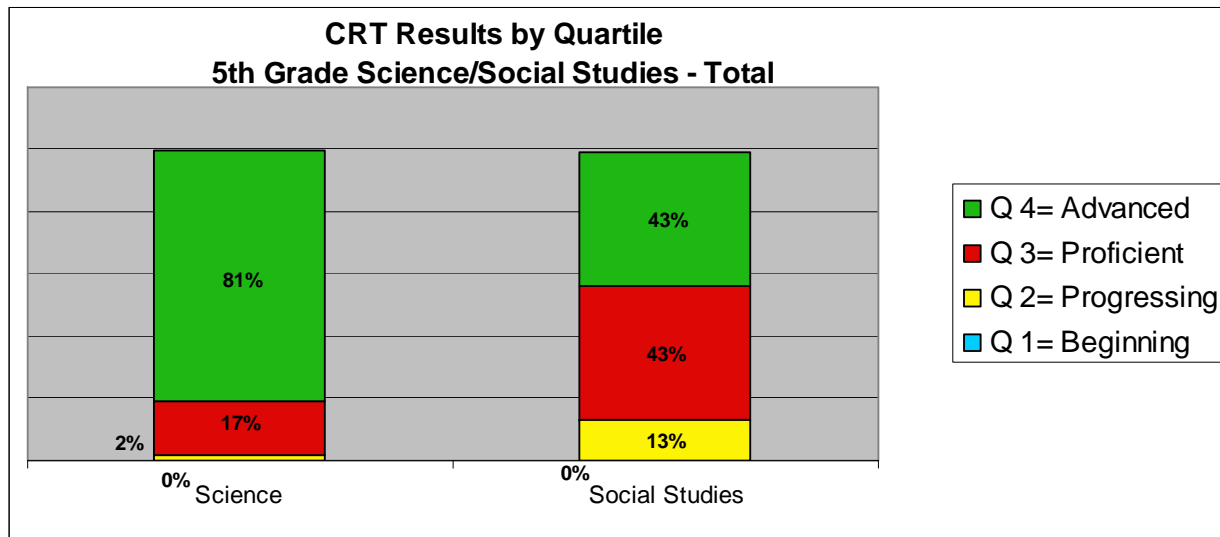


The graph illustrates how 4th grade ELL and Non-ELL students performed in the area of math. 99% of non-ELL students scored at the proficient level while 1% did not. 100% of ELL students received scores at the proficient level while 0% scored below the proficient range.

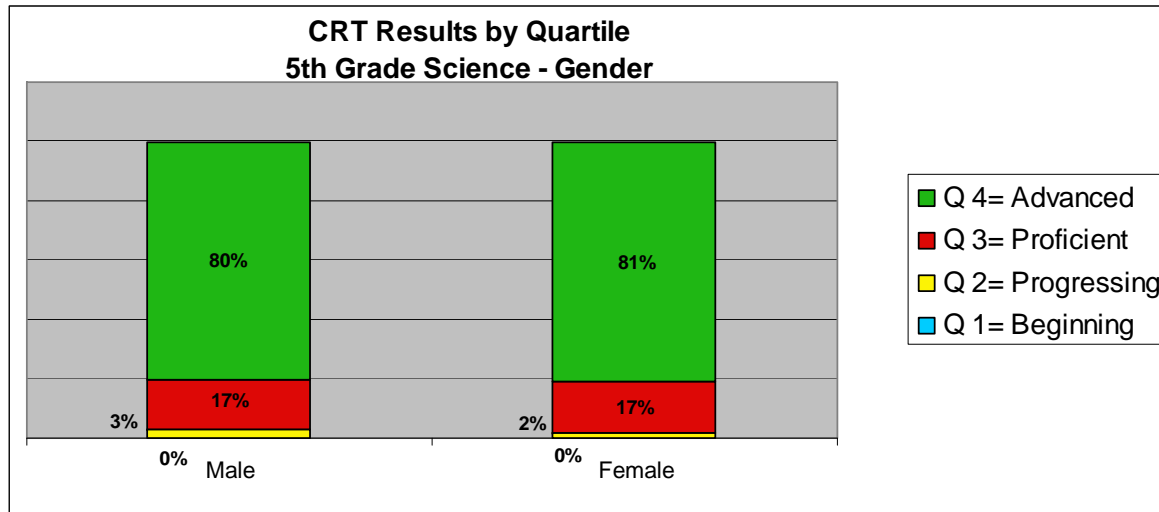


The graph illustrates how 4th grade students receiving free or reduced lunch and students not receiving these services performed in the area of math. 100% of students not receiving free or reduced lunch scored at the proficient level while 1% did not. 99% of students receiving free or reduced lunch scored at the proficient level while 1% scored below the proficient range.

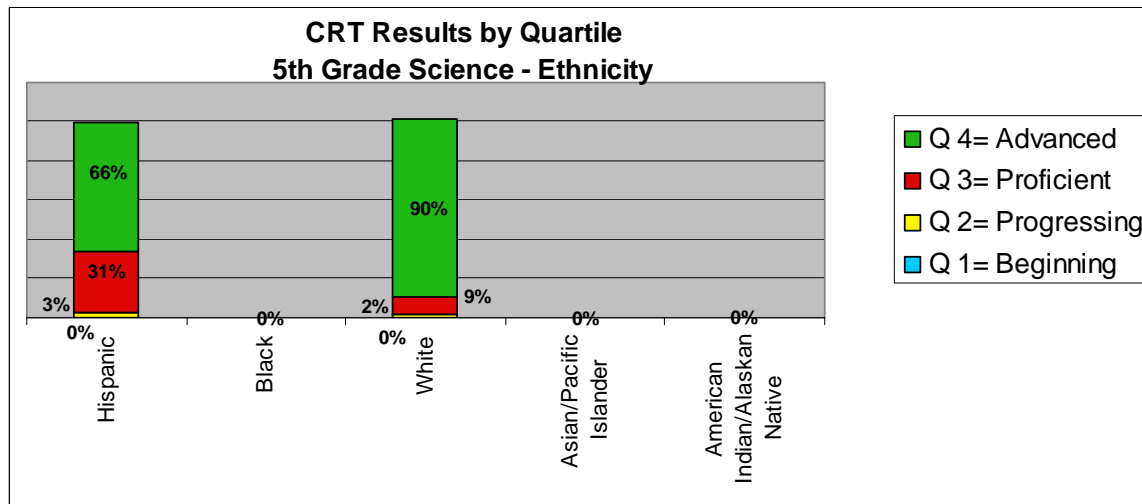
5th Grade (Science and Social Studies)



The graph illustrates how the 5th grade students performed in the areas of science and social studies. In science, 98% of students were proficient, while 2% were not. In the area of social studies 86% of students were proficient, while 13% scored below the proficient range.

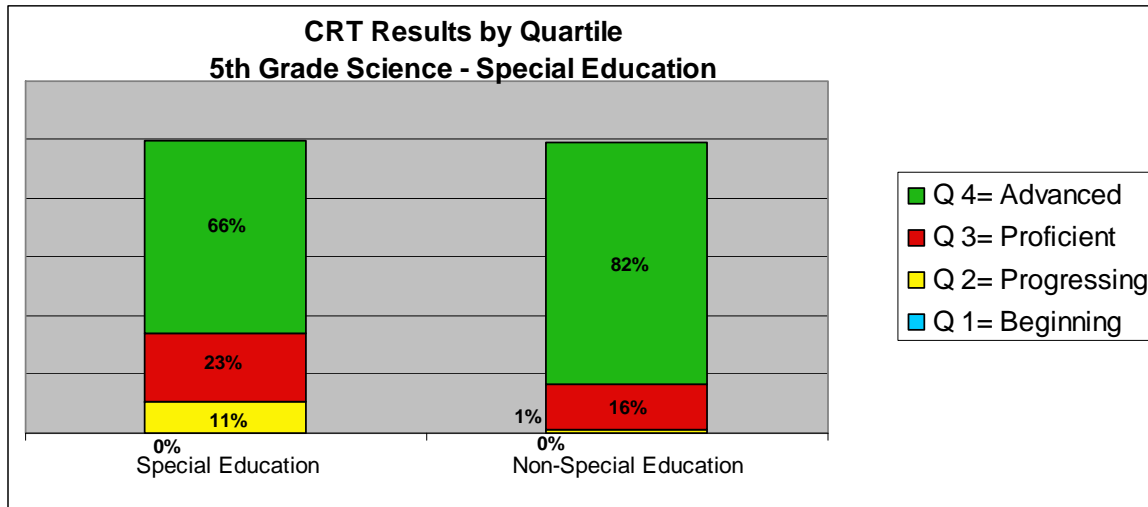


The graph illustrates how 5th grade male and female students performed in the area of science. 97% of males were proficient while 3% were not. 98% of females received scores at the proficient level with 2% scoring below the proficient range.

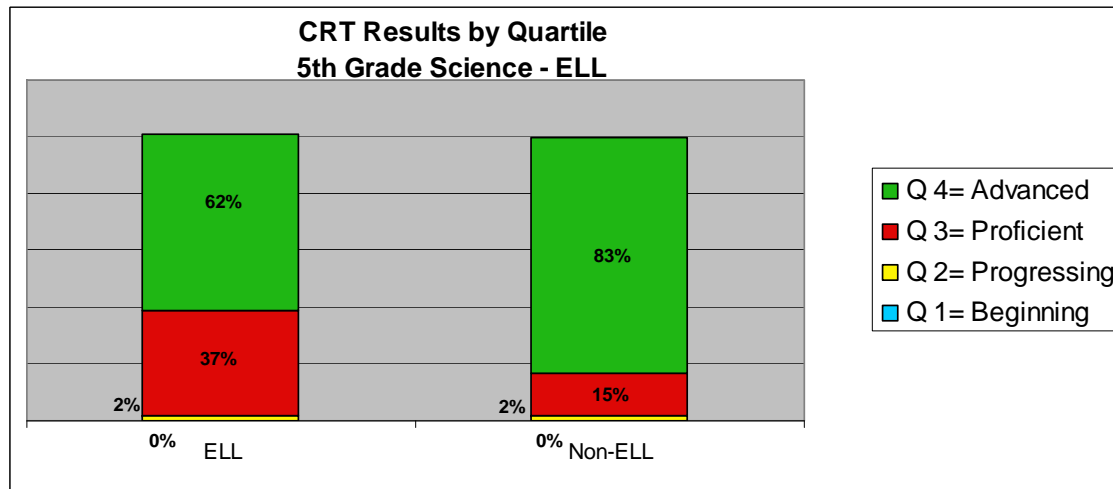


The graph illustrates how 5th grade students from different ethnicities performed in the area of science. 99% of White students scored at the proficient level while 2% did not. 97% of Hispanic students received scores at the proficient level with 3% scoring below the proficient range.

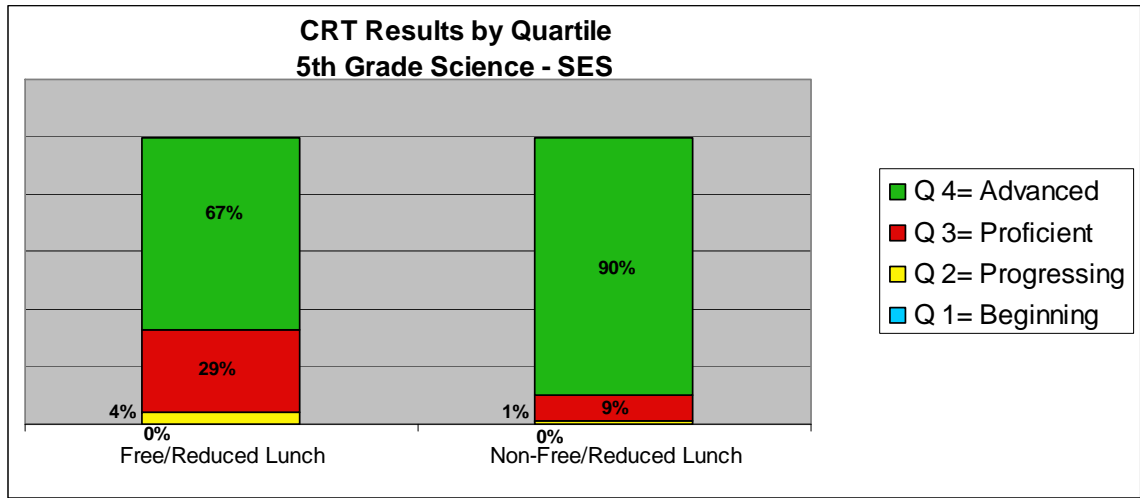
Other ethnic groups were not presented due to population numbers less than 10.



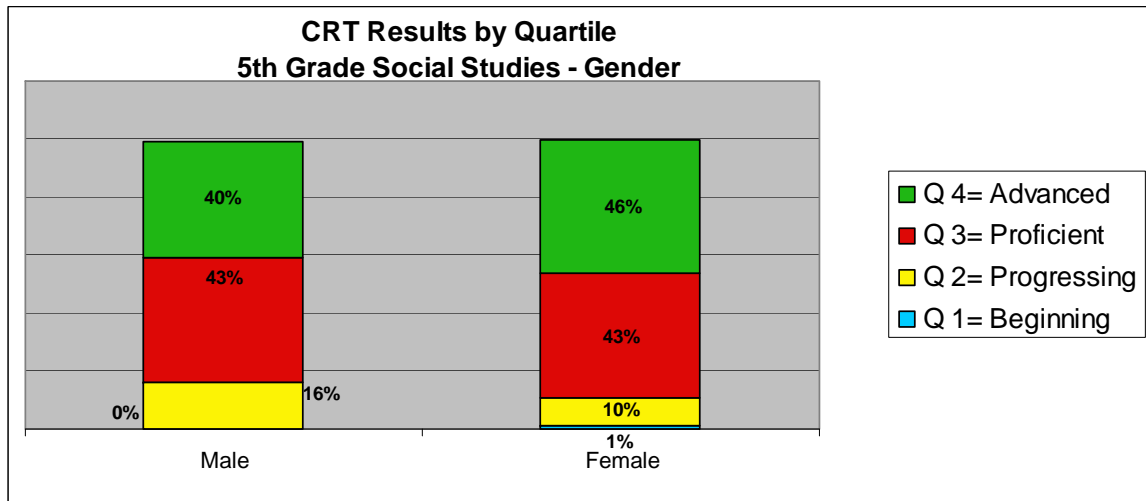
The graph illustrates how 5th grade special education and non-special education students performed in the area of science. 98% of Non-special education students scored at the proficient level while 1% did not. 89% of special education students received scores at the proficient level while 11% scored below the proficient range.



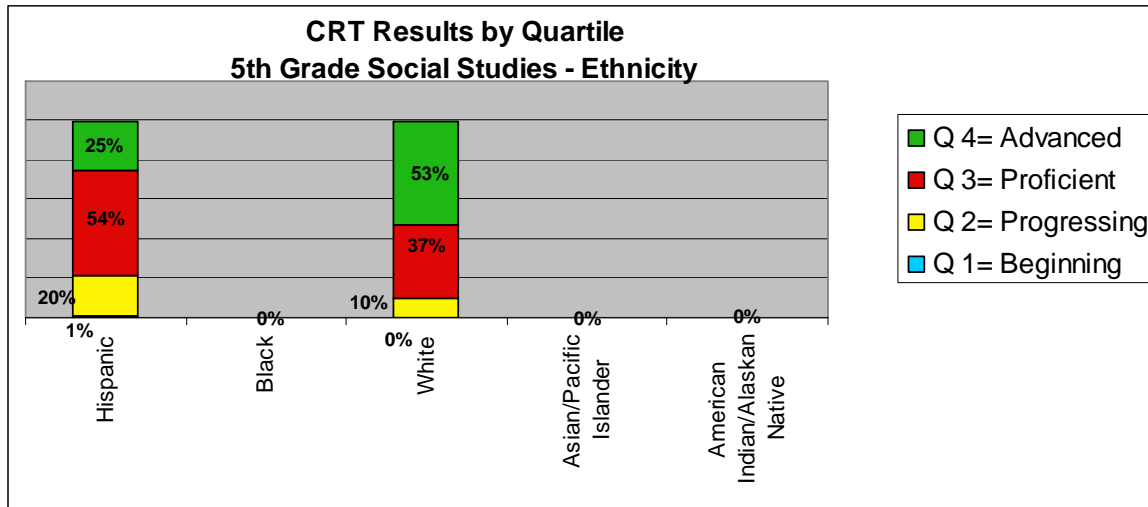
The graph illustrates how 5th grade ELL and Non-ELL students performed in the area of science. 98% of non-ELL students scored at the proficient level while 2% did not. 99% of ELL students received scores at the proficient level while 2% scored below the proficient range.



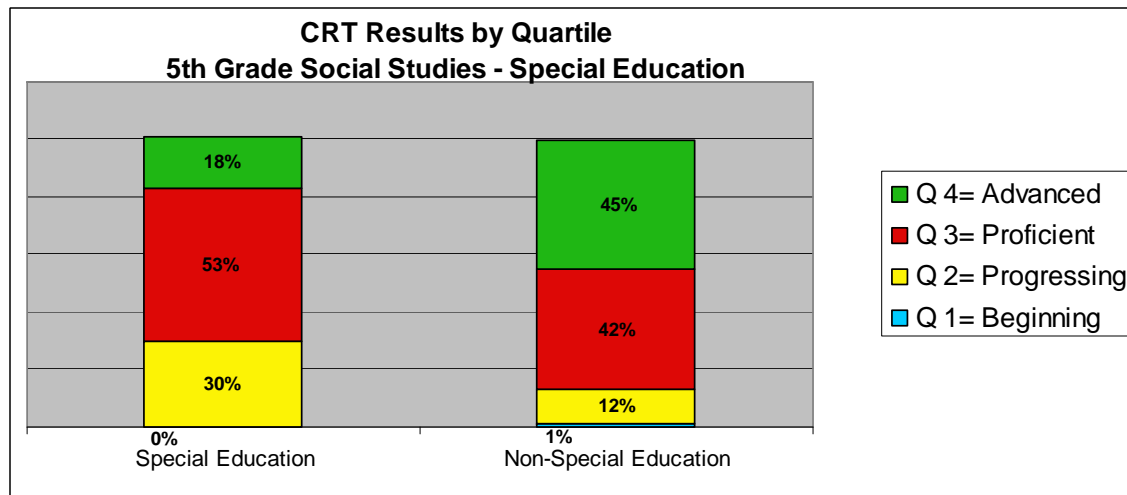
The graph illustrates how 5th grade students receiving free or reduced lunch and students not receiving these services performed in the area of science. 99% of students not receiving free or reduced lunch scored at the proficient level while 1% did not. 96% of students receiving free or reduced lunch scored at the proficient level while 4% scored below the proficient range.



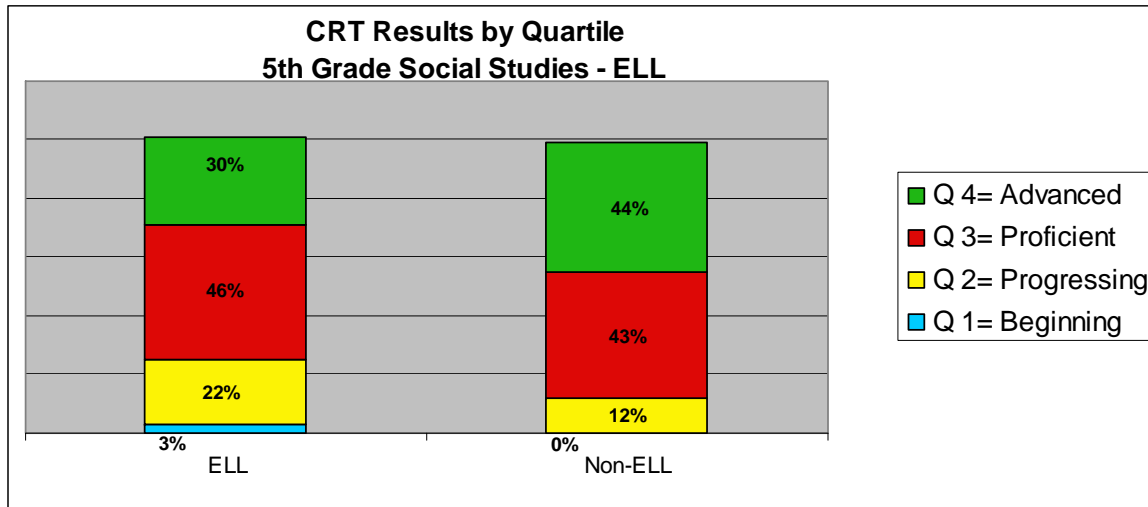
The graph illustrates how 5th grade male and female students performed in the area of social studies. 83% of males were proficient while 16% were not. 89% of females received scores at the proficient level with 11% scoring below the proficient range.



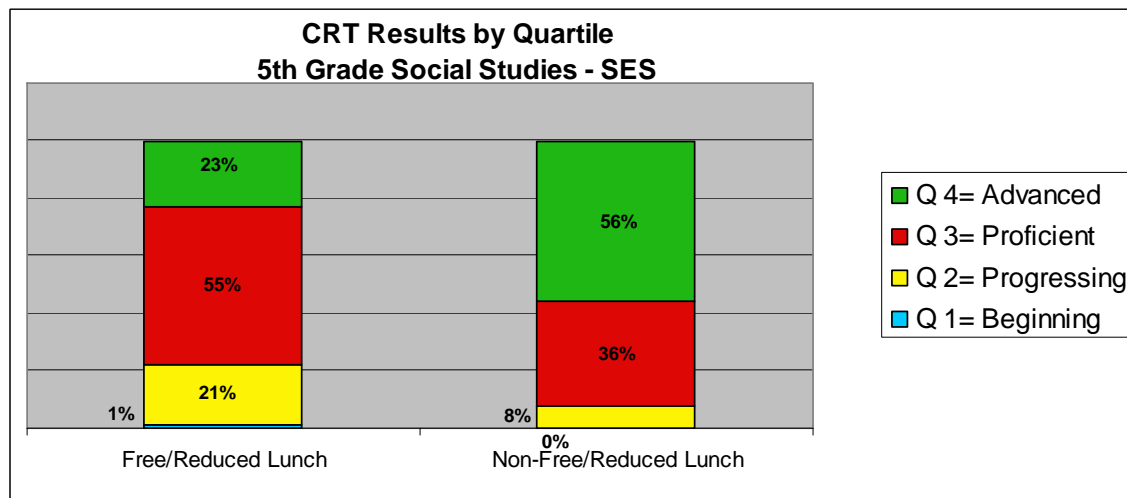
The graph illustrates how 5th grade students from different ethnicities performed in the area of social studies. 90% of White students scored at the proficient level while 10% did not. 79% of Hispanic students received scores at the proficient level with 21% scoring below the proficient range. Other ethnic groups were not presented due to population numbers less than 10.



The graph illustrates how 5th grade special education and non-special education students performed in the area of social studies. 87% of Non-special education students scored at the proficient level while 13% did not. 71% of special education students received scores at the proficient level while 30% scored below the proficient range.



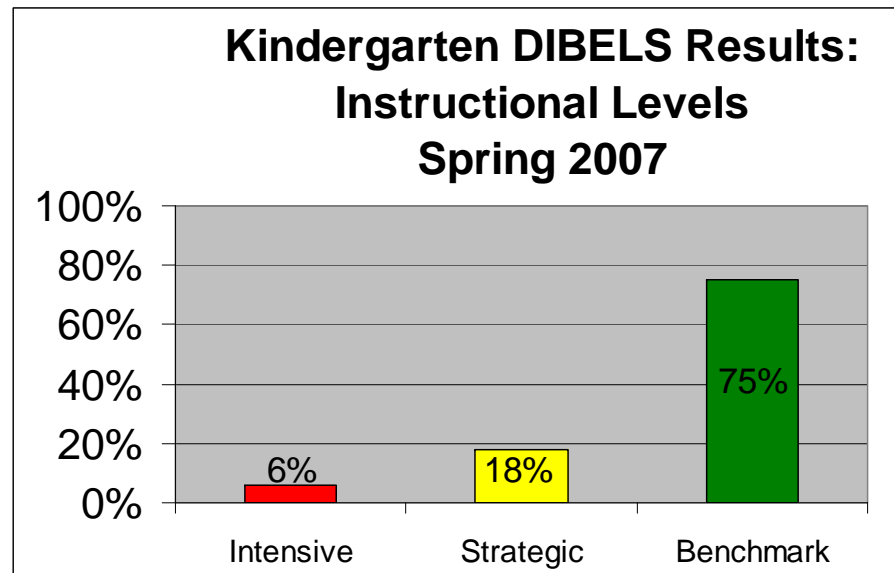
The graph illustrates how 5th grade ELL and Non-ELL students performed in the area of social studies. 87% of non-ELL students scored at the proficient level while 12% did not. 76% of ELL students received scores at the proficient level while 25% scored below the proficient range.



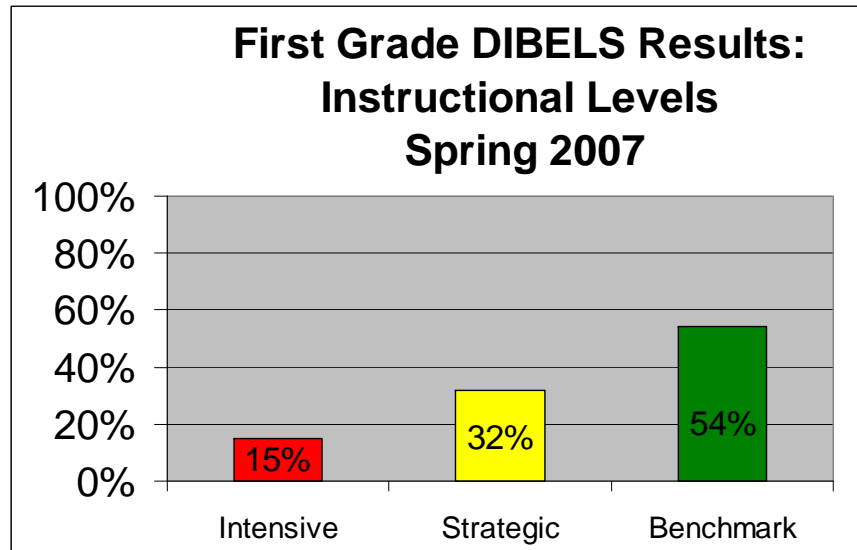
The graph illustrates how 5th grade students receiving free or reduced lunch and students not receiving these services performed in the area of social studies. 92% of students not receiving free or reduced lunch scored at the proficient level while 8% did not. 78% of students receiving free or reduced lunch scored at the proficient level while 22% scored below the proficient range.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

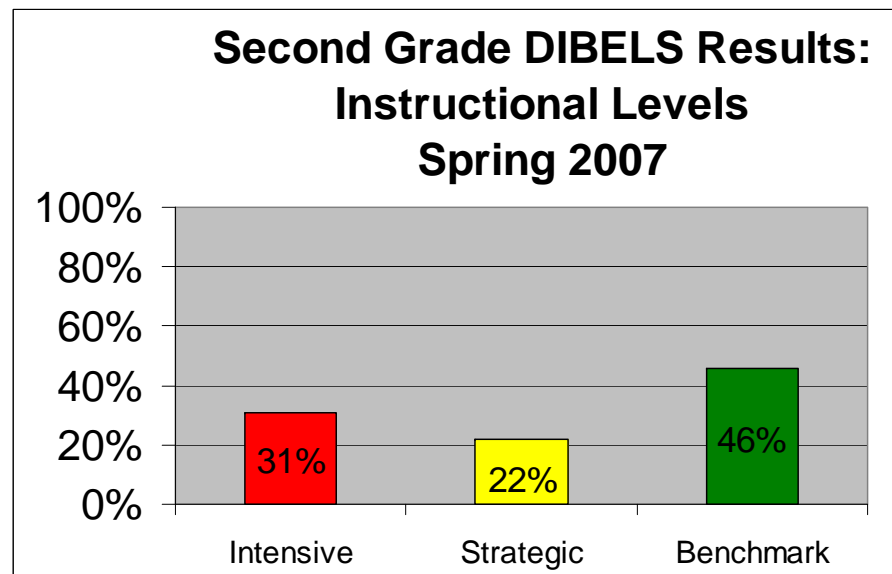
Students take the Dynamic Indicators of Basic Early Literacy Skills assessments in the fall, midwinter, and spring in grades kindergarten through fifth. The assessment includes a series of tests which serve as indicators of students' basic reading skills. Each student's test results are combined to establish the level of instruction necessary to bring each student to benchmark. Students who score lowest are assigned to "Intensive," meaning intensive reading interventions are needed for those students. The middle group of scorers needs strategic interventions. The "Benchmark" group is currently on target to continue meeting goals if appropriate reading instruction is ongoing. DIBELS is not designed to be a norm-referenced test; in other words, ALL students can be at benchmark.



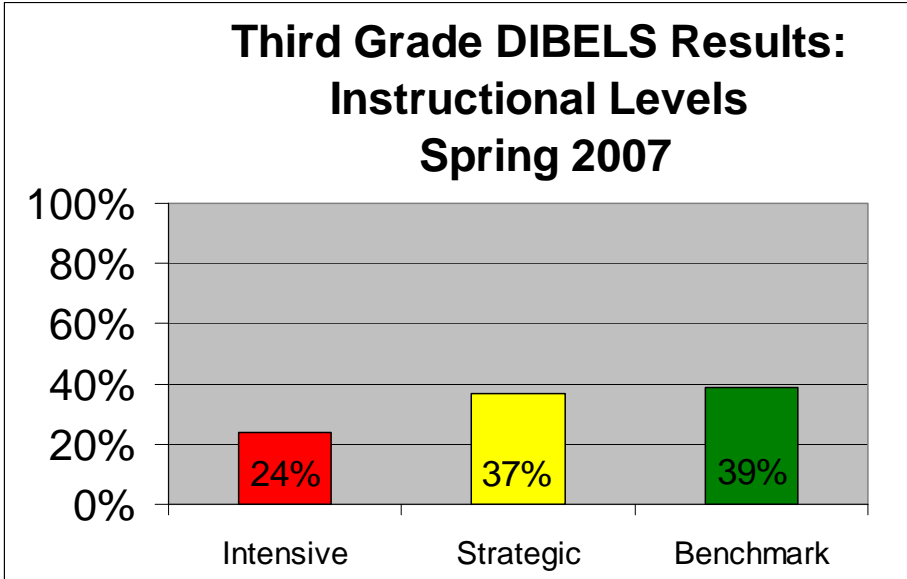
The tests for spring kindergarten include Letter Naming Fluency, Phonemic Segmentation, and Nonsense Word Fluency.



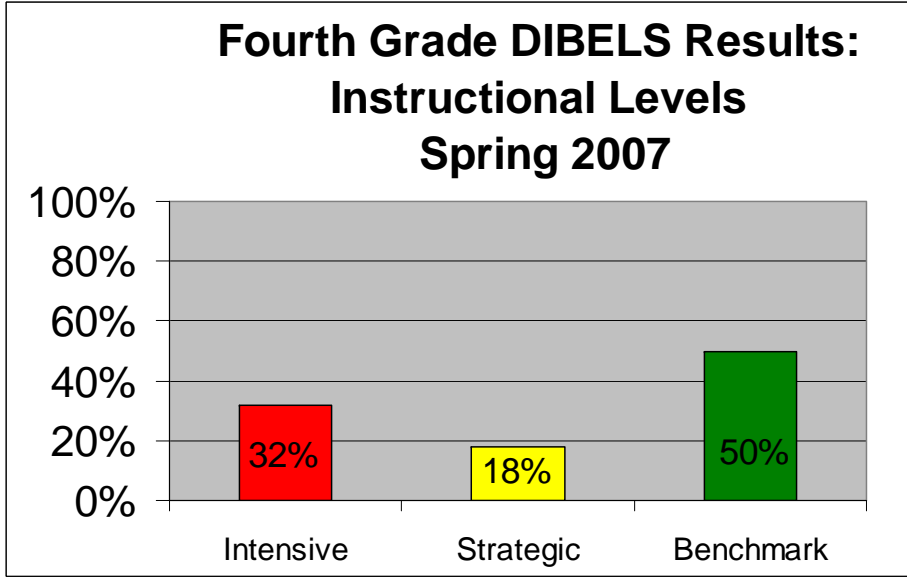
The DIBELS tests for spring at first grade include Phonemic Segmentation, Nonsense Word Fluency, and Oral Reading Fluency.



The DIBELS test for spring at second grade includes Oral Reading Fluency.

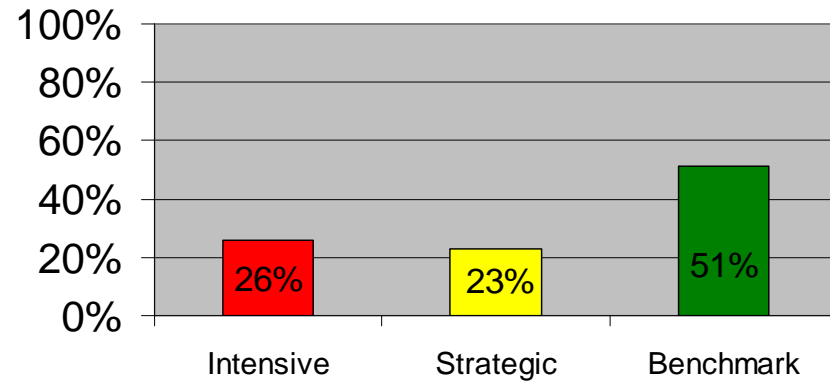


The DIBELS test for spring at third grade includes Oral Reading Fluency.



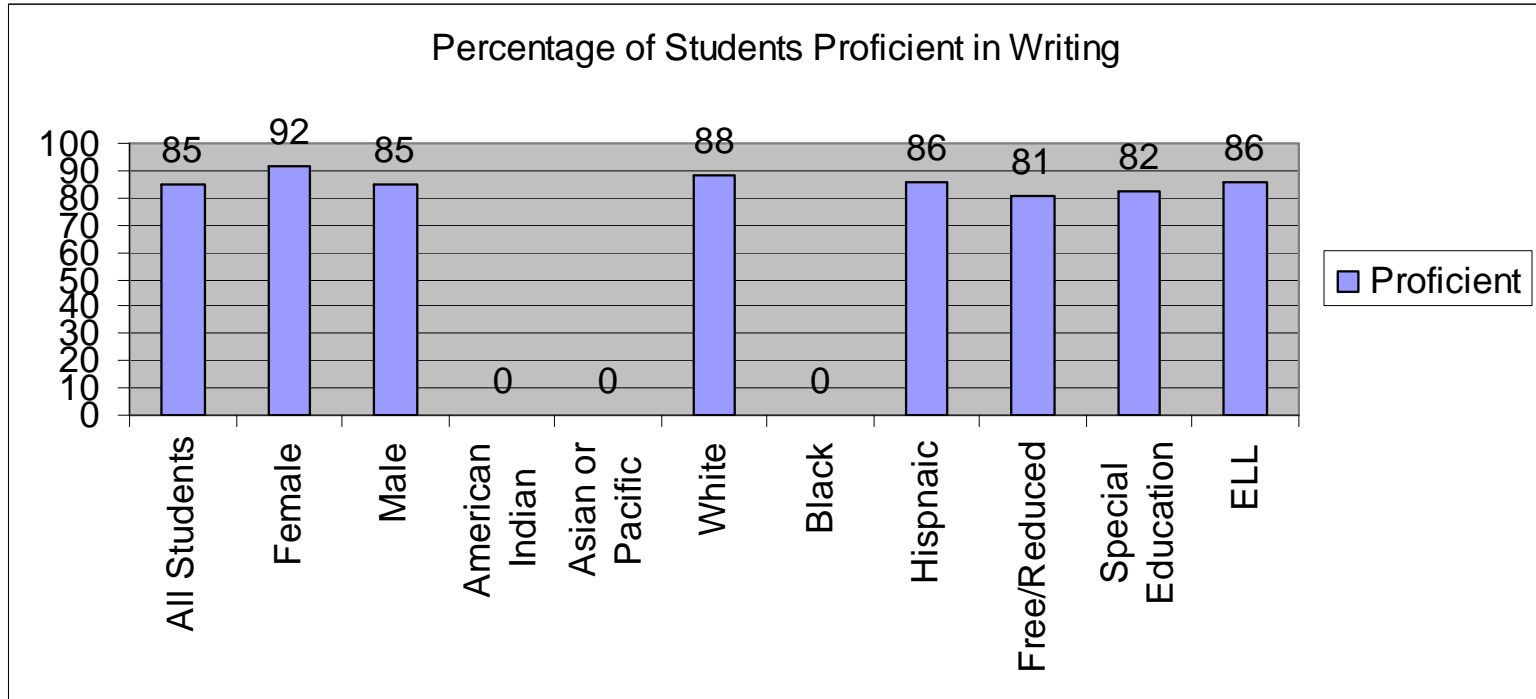
The DIBELS test for spring at fourth grade includes Oral Reading Fluency.

Fifth Grade DIBELS Results: Instructional Levels Spring 2007



The DIBELS test for spring at fifth grade includes Oral Reading Fluency.

4th Grade Writing Results



The graph illustrates the performance level of all students and the sub-groups represented by our student population. Ethnic sub-groups that show no score were not able to be presented in this graph due to their low population numbers.

Pre-School Results

In 2006-07 Crete Public Schools had six classrooms of preschool students, ages 3 and 4. These classrooms serve children with special needs, those whose first language is not English, migrant students, children with a low birth weight, and students born to teen parents. Other children are also served as space allows. The goal of these classes is to prepare students for Kindergarten so they enter school ready to learn. Just as with school age students, various assessments are given that are developed specifically for preschools. The goal is to make sure the classes are helping children to make progress. Below are charts showing two assessments. The first shows gains in English speaking skills as demonstrated on the Pre-LAS (Language Assessment Scale). The second shows increased number of letters that the students could identify at the end of the preschool year (PALS test)

