2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

Official School Name Springman Middle School
(As it should appear in the official records)

School Mailing Address 2701 Central Road
(If address is P.O. Box, also include street address.)

Glenview	Illinois	60025-4134
City	State	Zip Code+4(9 digits total)

County Cook State School Code Number* 140160340041007

Telephone (847) 998-5020 Fax (847) 998-4032

Web site/URL www.glenview34.org/sp E-mail hhopkins@glenview34.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Dr. Gerald D. Hill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glenview Community Consolidated School D Tel. (847) 998-5000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Scott Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 6 Elementary schools
   - 2 Middle schools
   - _____ Junior High Schools
   - _____ High schools
   - _____ Other
   - 8 TOTAL

2. District Per Pupil Expenditure: 11539

   Average State Per Pupil Expenditure: 9488

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban are
   [X] Suburban
   [ ] Small city or town in a rural are
   [ ] Rural

4. 6 Number of years the principal has been in her/his position at this school.

   6 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**	114	103	217
K			0		**8**	105	113	218
1			0		**9**			0
2			0		**10**			0
3			0		**11**			0
4			0		**12**			0
5			0		**Other**			0
6	124	108	232					
TOTAL STUDENTS IN THE APPLYING SCHOOL								667

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
16 %	Asian or Pacific Islander
2 %	Black or African American
10 %	Hispanic or Latino
71 %	White
100 %	**TOTAL**

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

7. Student turnover, or mobility rate, during the past yea 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	13
(2)	Number of students who transferred from the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	667
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 8 %

55 Total Number Limited English Proficient

Number of languages represented 11

Specify languages: Bulgarian, French, Hebrew, Korean, Russian, Lithuanian, Malayalam, Mongolian, Polish, Spanish, Ukranian

9. Students eligible for free/reduced-priced meals 15 %

Total number students who qualify: 103

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

10. Students receiving special education services: 11 %

72 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	10	Other Health Impairment
0	Deaf-Blindnes	38	Specific Learning Disabilit
11	Emotional Disturbanc	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
7	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	3	0
Classroom teachers	35	2
Special resource teachers/specialist	21	0
Paraprofessionals	17	0
Support Staff	16	0
Total number	92	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 18 **: 1**

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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	98	%	98	%	97	%	96	%	96	%
Teacher turnover rate	7	%	4	%	12	%	13	%	12	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Springman Middle School is a high-performing school that is responsive to the developmental needs of young adolescents as they make the transition between childhood and adolescence. While holding high expectations for all students' academic achievement, teachers are careful to see that instructional strategies are appropriate to adolescent learners.

The mission of our district is to empower children to be responsible learners and decision makers in a changing society. Within this framework, Springman Middle School provides an excellent middle school educational program which: instills high expectations; develops the knowledge and skills necessary for successful individual achievement and lifelong learning; connects learning to life; fosters partnerships with family and community; and shapes caring and ethical citizens.

The Springman learning community is rich in diversity. One-third of our students come from homes in which English is not the primary language. Additionally, economic diversity is reflected in our community. Our families' economic demographics range from highly affluent to low income. Currently, one out of seven students is eligible for free/reduced meals. Because of their diverse backgrounds, our students enter school with a wide range of skills and needs.

In order to better provide for their developmental needs as the students transition from childhood to adolescence, Springman Middle School groups teachers and students in small learning communities or learning 'teams.' These 'teams' are characterized by stable, close, and mutually respectful relationships. The six Springman learning teams are each composed of approximately 100 students and five full-time teachers.

Each teacher on the team specializes in a particular core curricular area of math, science, language arts, social studies, or special education. Students are assigned to a team in a manner that ensures that each team represents the total population of the school and is balanced among academic abilities and learning styles. Each day the teachers on the team meet to coordinate the schedule, discuss individual student progress, and plan interdisciplinary instruction. Communication with parents is significantly more effective because teachers are able to share information about student progress at these meetings.

As a result of teaming, individual learning styles and interests are better known by teachers. Teachers are more aware of changes in student behavior and can offer assistance when needed. Teaming helps students recognize how information is connected, relevant, and holistic through curriculum integration. As the team becomes a family, teachers come to know their students very well and students become comfortable with this small group of teachers.

Our classrooms are exciting, active places where students ask questions and pursue solutions to problems they have helped to identify. Teachers use many different strategies to help students learn such as individual and group projects, problem-solving activities, cooperative learning groups, lectures, demonstrations, field trips, and community resources. The content studies and activities students engage in help them acquire a balance of fundamental skills and essential knowledge while developing positive attitudes about learning and themselves.

In order to provide the proper environment for this active learning, Springman utilizes a flexible block schedule. Each team determines the length of their classes as well as student groupings based on the needs of the learners. In this way, they are able to respond to the developmental needs of this age group and organize their day to ensure a student-centered approach to instruction.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state criterion reference test that is given to all eighth graders at Springman Middle School is the Illinois Standards Achievement Test (ISAT). Information about this assessment can be found on the Illinois State Board of Education's website at http://isbe.net/assessment/default.htm. Students are tested in Reading and Mathematics each year. The test is published annually by NCS Pearson / Illinois State Board of Education. The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. Student scores are designated within four performance levels: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. Students who are exceeding standards demonstrate advanced knowledge and skills in the subject. These students creatively apply knowledge and skills to solve problems and evaluate the results. Students identified as meeting standards demonstrate proficient knowledge and skills in the subject. They effectively apply knowledge and skills to solve problems. The Illinois Measure of Annual Growth in English (IMAGE) test is an alternate assessment given by the state to determine the range of English language proficiency that Limited English Proficient (LEP) students exhibit.

The ISAT assessment data for Springman Middle School show consistent and continuous increases in the performance of our students in both Mathematics and Reading over the past five years. The results of the ISAT Reading tests indicate the combined percentage of students in the 'Meets' and 'Exceeds' categories has increased 14% over the past five years. When looking at the number of students in the 'Exceeds' category on the reading test we have seen an increase of 11%. Likewise, the results of the ISAT Mathematics tests indicate the combined percentage of students in the 'Meets' and 'Exceeds' categories has increased 21% over the past five years. The number of students in the 'Exceeds' category on the math test has increased 27% over the past five years. The most recent outcomes demonstrate nearly all of our students scored in the 'Meets' or 'Exceeds' categories in reading (90%) and mathematics (91%). Last year's test results showed the graduating class leaving Springman with even greater mastery. Reading results showed that 95% of the class was in the 'Meets' or 'Exceeds' category and 96% of the class was in the 'Meets' or 'Exceeds' category for mathematics.

When looking at subgroup information from our ISAT results we find significant increases in the percentage of students in the 'Meets' plus 'Exceeds' categories during the past five years. In reading, we have seen an increase of 32% in the 'meets' and 'exceeds' categories for our low income students. Similarly, students with Individual Education Plans (IEP) have seen an increase of 28% for those in the 'Meets' and 'Exceeds' categories. We have also seen our Hispanic students increase in the 'Exceeds' category by 16% over the past five years. We see additional gains when reviewing the results in mathematics. On this test, the percentage of our low income students in the 'Meets' plus 'Exceeds' categories increased 49% in the past five years while the percent of students in the 'Exceeds' category has risen 19%. Additionally, students with IEPs have seen an increase of 35% for those 'Meeting' plus 'Exceeding' categories over the past five years with those 'Exceeding' standards increasing 17%.

2. **Using Assessment Results:**

Assessment data are used in a variety of ways to improve student achievement at Springman Middle School. At the building level, staff analyze achievement reports provided by the state as well as our district adopted, nationally normed Northwest Evaluation Association (NWEA) test to identify student strengths and areas for improvement. Staff work together in data review sessions to recognize student growth as a school, by grade-level, as well as in sub-groups. When they discover gaps or insufficient progress, teachers adjust curriculum focus and utilize specific strategies for improvement. These strategies are implemented by all teachers in order to reinforce mastery across all content areas.

Twice per year, every student is assessed in reading, language arts, and mathematics using the Northwest Evaluation Association (NWEA) assessments. In preparation for the fall testing session, every student meets with a teacher on an individual basis to review the student's past performance on the NWEA assessment. During this conference, students create academic goals and develop activities to support these goals. For students who receive reading support services or English language services, we administer a mid-year NWEA test to monitor student growth and adjust learning outcomes as appropriate. Teachers also use NWEA results to determine students who may be at risk of scoring below standards on the Illinois Standards Achievement Test (ISAT). Teachers then target learning objectives for these students to remediate and improve performance. For students with IEPs (Individual Education Plan), teachers use AIMSweb (a scientifically based, formative assessment system) two to four times per month

to progress-monitor achievement growth.

3. **Communicating Assessment Results:**

We regularly communicate student performance, including assessment data, to parents, students, and the community. Communication with all shareholders helps ensure a true partnership between school and home. We recognize that our students are responsible for their learning and as such are able, with teacher and parent support, to identify how they learn best, their strengths, and their areas for growth. Clear and consistent communication regarding student performance ensures we remain focused on appropriate learning targets.

Parent communication begins early in the year with our 'Curriculum Nights,' where teachers share information on goals, expectations, the middle school program, and curriculum. Teaching teams share information about assessments and academic goal-setting.

Along with ongoing feedback teachers provide to students and parents based on homework and other classroom assessments, students receive progress reports a minimum of six times a year. Parent-teacher conferences are conducted shortly after the first progress reporting period to monitor classroom performance and to discuss results of the fall Northwest Evaluation Association (NWEA) test. Between fall and spring conferences, our teachers keep parents apprised of performance celebrations and concerns through phone or e-mail contact. Our school's open door policy encourages and welcomes parents to meet with teachers throughout the year.

All parents receive written reports of their children's individual results on state and district assessments. Results of school-wide assessment data are shared with parents and the community through presentations at PTA meetings and also at Board of Education meetings. Our district website features a 'scorecard' where the community can quickly access the District's progress on its student achievement goals. A quarterly district newsletter identifying student achievement results is also sent to every community member.

4. **Sharing Success:**

As a professional learning community it is our responsibility to share our work with a wide range of educators with the hope that our experiences will benefit others. We eagerly fulfill this responsibility in a variety of ways as a part of our on-going reflection and self-assessment process.

This year we applied for and were accepted into the Association of Illinois Middle Schools (AIMS) at the 'demonstration' level. Acceptance into this professional association recognizes not only our highly developed and implemented middle school program but also calls upon us to mentor other junior highs in their quests to become middle schools.

Staff attend local, regional, and national conferences to learn new skills and strategies to meet the needs of our students. They also share their successes with their colleagues by making presentations at a variety of venues. A team of teachers presented information on service learning at the National Middle School Association Conference while several teachers and administrators made presentations about using student achievement data for goal setting at both the state and regional Northwest Evaluation Association (NWEA) conferences. Several staff members have published articles in professional journals and newsletters in order to share strategies for improving student success. A number of staff have received grants from the Glenview Education Foundation. These grants enable teachers to bring leading edge instructional practices, materials and equipment into the classroom. Teachers share the impact of the grant on student learning so others can benefit from their work.

Should Springman Middle School be recognized for its achievement with the Blue Ribbon award, we would continue to share at conferences and through journal articles. We would utilize our position in AIMS to network with schools across the state in order to dialogue with other educators about our work with students, parents, and the community.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our curriculum engages children in significant content based on State Learning Standards that form the foundation for our integrated curriculum. Using these standards, current research, and best practice, we have developed programs and materials to create an environment that encourages each child to achieve success. Technology supports all areas of the curriculum within an innovative flexible schedule. The core curriculum for each subject is as follows:

Reading/Language Arts - Students read a wide variety of novels, plays and short stories in addition to nonfiction materials. Genres studied include: historical fiction/nonfiction, classic literature, mythology, mystery, and science fiction/fantasy. Students identify plot line elements and literary devices. Students must write for different purposes including narrative, expository, poetry, and persuasion. Skill work in grammar and mechanics is incorporated into all writing assignments. A formal vocabulary and spelling program are also incorporated into the curricula.

Mathematics - Students learn the language and processes of mathematics in order to understand the world around them and to apply their knowledge to a variety of problem-solving scenarios. In Pre-Algebra and Algebra students study linear equations, patterns, graphs, operations, volume, area, real numbers, inequalities, functions, systems of equations, exponents, radicals, polynomials, and quadratics. Eighth graders who study Geometry investigate congruences, similarities, applications of lines, triangles, quadrilaterals and circles.

Science - Students apply the skills of scientific inquiry as they study bacteria and plants, cells and heredity, sound and light, force and motion, electricity and magnetism, astronomy, chemistry, weather and climate, and the human body. Through hands on activities, students grasp science process skills as they practice lab safety, measuring, observing, designing experiments, predicting, questioning and communicating results.

Social Studies - Students study the impact history has on our world today while gaining a deeper understanding of people around the world by examining current events. They practice and refine map skills, both reading and creating, for a greater understanding of places and people. Students explore historical issues such as human rights, economy, and government systems through the examination of primary and secondary sources including. They become familiar with the land and climate of various regions on earth, and proceed to investigate the how and why of man's life in that environment.

Physical Education - Daily physical education focuses on fitness and learning how to participate in activities that promote exercise, enjoyment, and lifelong benefits while displaying good sportsmanship. Students learn cooperation and communication skills, problem solving strategies, and conflict resolution while acknowledging strengths and accepting limitations.

Global Language (French & Spanish) - This class emphasizes grammar and vocabulary instruction as well as the cultural similarities and differences between the French/Spanish speaking countries and the United States. Students study a variety of topics including greetings, physical descriptions, food, clothing, daily activities, and school activities.

Fine Arts - The Visual Art course is designed to challenge the student's skills in various media such as painting, sculpture, drawing, and printing. In Drama class students participate in pantomime, improvisation, character creation, public speaking, utilization of story/play elements, performance techniques, audience etiquette, sensory awareness, and movement. In General Music students sing, move, compose, create, play classroom instruments, and listen to many different styles and genres of music. They analyze the elements of music including melody, harmony, rhythm, texture, form, and tone.

2a. **(Elementary Schools) Reading:**

Our literature-based reading curriculum is aligned with State and District standards. Springman Middle School uses a balanced literacy approach to reading instruction that incorporates many reading strategies in order to meet the varying needs of all students. Some components of this approach include word etymology, reading aloud to students, independent reading, guided reading, and shared reading. Teachers implement novel units, literature circles, read alouds, projects, essays, and author studies to reinforce

reading comprehension. Students demonstrate higher order thinking skills as they analyze form, content, purpose and major themes of American and world literature in their historical perspectives. They must explain relationships between and among literary elements and how they influence the impact of writing.

Each fall our students take the Northwest Evaluation Association (NWEA) assessment in reading and the results identify each student's 'lexile' score. The Lexile Framework for Reading matches reading ability and text difficulty, allowing teachers to manage each student's reading comprehension by matching him or her with appropriately challenging texts. During independent reading sessions, teachers confer with individuals or groups of students to assess their progress. Additionally, students receive explicit instruction in effective reading strategies and then apply these strategies during their reading.

Teachers utilize a variety of materials to ensure appropriate rigor while differentiating instruction for learners. Further differentiation for high achieving students is offered through a Gifted/Enrichment program that uses both small group instruction as well as team-teaching in the regular language arts classroom. Students identified as requiring reading remediation and support beyond the regular classroom work in small groups with our reading specialist.

3. **Additional Curriculum Area:**

Our mathematics curriculum is based on the National Council of Teachers of Mathematics (NCTM) standards as well as the Illinois State learning standards. The focus of mathematics instruction at Springman Middle School is to develop mathematical power for all students and to do so, we emphasize problem solving where students: use problem solving strategies to investigate content; recognize, formulate, and apply processes to real world problems; use a variety of estimation strategies to analyze and predict logical conclusions and judge reasonableness of results.

Our math courses are differentiated for our students to ensure each child is appropriately challenged as they demonstrate mastery of concepts and skills. The majority of our eighth grade students successfully complete the study of Algebra I while one quarter of this class will complete the study of Geometry, having studied Algebra I as 7th graders.

Teachers use a variety of instructional strategies to ensure that concepts are internalized by students. Application of these concepts to real-world settings is not only taught but also practiced in class. This hands-on approach to math instruction ensures that students cannot only apply the appropriate problem-solving skills but can also communicate the processes and thoughts behind their solutions. While often searching for the 'exact' answer to a specific question, our students grapple with open-ended questions and explorations that mirror the complexity of the world around them.

The use of technology has altered the teaching and learning of mathematics. Calculator and computer applications allow students to explore patterns and relationships; manipulate real world data, conjecture, and verify their findings. All math classrooms are outfitted with graphing calculators for the teacher and students along with a SMARTboard to enhance instruction. Teachers have been trained in the use of both of these technological tools and their applications to the teaching of mathematics.

4. **Instructional Methods:**

Our classrooms are student-centered learning environments where children are engaged in challenging work that is grounded in higher-order thinking. Teachers use a variety of research-based instructional methods to create opportunities for our students to inquire about and construct meaning, sometimes individually and sometimes cooperatively. Formal and informal assessments are used as a diagnostic tool to determine student strengths and areas for growth. Instruction is then organized based on this data in addition to student readiness, rates of learning and preferred learning styles.

Our students participate in cooperative learning that is characterized by individual accountability that requires positive interdependence. These experiences provide opportunities for students to explain, discuss, and problem solve while collaborating with each other in socially appropriate ways. Additionally, students use raw data and primary resources, along with manipulatives and interactive materials to explore important questions and construct understanding of concepts. This inquiry-based learning involves exploration of topics in a hands-on setting that helps children connect and apply concepts to the real

world. Direct instruction is balanced with all of these methods to ensure that our classrooms are developmentally responsive learning communities.

In addition to utilizing the research of Robert Marzano who identified nine instructional strategies proven to positively effect student achievement, our teachers group students flexibly to provide appropriate, differentiated instruction. Teachers from all subject areas consult and collaborate to provide interdisciplinary instruction to make learning relevant and connected to the world at large. Support services and specialized staff (school librarian, technology facilitator, reading specialist, etc.) design instruction for learners with Individual Education Plans (IEPs) while also acting as consultants to classroom teachers to provide remediation and enrichment to students as appropriate.

5. **Professional Development:**

Using assessment data, staff work together to create a School Improvement Plan that identifies student needs and areas for professional development in alignment with our district's strategic plan. This year, after reviewing out students' performance on the Illinois Standards Achievement Test (ISAT) and the Northwest Evaluation Association (NWEA) assessment, we noted that some of our students in the upper quartiles were not performing at levels commensurate with their abilities in mathematics. Teachers reviewed the test data to identify specific goal targets, received training on the use of SMARTboards in the math classroom, and are implementing strategies to differentiate instruction for mixed-ability classrooms.

Nationally recognized experts Richard and Becky DuFour trained our entire staff in the philosophy and implementation of Professional Learning Communities. This intensive training occurred during district-sponsored workshops throughout the school year. Additionally, all teachers received training on how to implement independent reading in their classrooms. As part of this initiative, our language arts teachers are currently engaged in a series of trainings to improve student writing.

The goal of our professional development program is to improve student achievement as staff come to know more about their subjects, their students, and their craft. Teachers apply what they learn to respond to the needs of students. Staff use a combination of district institute days, common team planning time, and time set aside for department meetings to plan, set goals, and select activities to improve student achievement. In addition to on-site training opportunities, staff attend and present at local and national professional conferences.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 8 Test Illinois Standards Achievement Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meeting plus Exceeding'	95	91	89	88	81
% "Exceeding" State Standards Exceeding	31	28	22	19	20
Number of students tested	208	199	227	249	443
Percent of total students tested	95	93	97	96	98
Number of students alternatively assessed	7	5	3	4	7
Percent of students alternatively assessed	3	2	1	2	2
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	84	91	74	56	52
% "Exceeding" State Standards Exceeding	8	14	7	4	8
Number of students tested	25	22	15	23	52
2. IEP					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	65		59	45	37
% "Exceeding" State Standards Exceeding	0		12	7	5
Number of students tested	20		34	39	75
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	60	92	50	70	56
% "Exceeding" State Standards Exceeding	20	17	10	20	4
Number of students tested	10	12	10	10	27
4. Asian					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	97	99	90	81	91
% "Exceeding" State Standards Exceeding	25	22	17	23	20
Number of students tested	32	27	30	31	55

Subject Math Grade 8 Test Illinois Standards Achievment Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting plus Exceeding	96	92	82	81	75
% "Exceeding" State Standards Exceedomg	61	54	35	41	34
Number of students tested	209	199	226	249	444
Percent of total students tested	95	93	97	96	98
Number of students alternatively assessed	7	5	3	4	7
Percent of students alternatively assessed	3	2	1	2	2
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	88	82	54	47	39
% "Exceeding" State Standards Exceeding	27	18	24	17	8
Number of students tested	25	22	15	23	52
2. IEP					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	62		44	28	27
% "Exceeding" State Standards Exceeding	24		12	14	7
Number of students tested	21		34	29	76
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	60	75	50	50	37
% "Exceeding" State Standards Exceeding	10	17	10	20	7
Number of students tested	10	12	10	10	27
4. Asian					
% "Meeting" plus % "Exceeding" State Standard Meeting plus Exceeding	97	96	83	90	94
% "Exceeding" State Standards Exceeding	40	74	75	61	60
Number of students tested	32	27	30	31	55

Subject Reading (LA) Grade 6 Test Illinois Standards Achievement Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meets' plus 'Exceeds'	91	85			
% "Exceeding" State Standards 'Exceeds'	41	37			
Number of students tested	209	197			
Percent of total students tested	95	91			
Number of students alternatively assessed	0	6			
Percent of students alternatively assessed	0	3			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	67	53			
% "Exceeding" State Standards 'Exceeds'	17	7			
Number of students tested	24	28			
2. IEP					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	58				
% "Exceeding" State Standards 'Exceeds'	5				
Number of students tested	19				
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	59	46			
% "Exceeding" State Standards 'Exceeds'	17	0			
Number of students tested	13	12			
4. Asian					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	95	78			
% "Exceeding" State Standards 'Exceeds'	39	37			
Number of students tested	23	27			

Subject Math Grade 6 Test Illinois Standards Achievement Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meets' plus 'Exceeds'	95	91			
% "Exceeding" State Standards 'Exceeds'	44	35			
Number of students tested	209	197			
Percent of total students tested	95	91			
Number of students alternatively assessed	0	6			
Percent of students alternatively assessed	0	3			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	79	75			
% "Exceeding" State Standards 'Exceeds'	8	7			
Number of students tested	24	28			
2. IEP					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	52				
% "Exceeding" State Standards 'Exceeds'	10				
Number of students tested	19				
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	75	77			
% "Exceeding" State Standards 'Exceeds'	17	8			
Number of students tested	12	13			
4. Asian					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	100	92			
% "Exceeding" State Standards 'Exceeds'	44	33			
Number of students tested	23	27			

Subject Reading (LA) Grade 7 Test Illinois Standards Achievement Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meets' plus 'Exceeds'	86	90			
% "Exceeding" State Standards 'Exceeds'	33	30			
Number of students tested	210	210			
Percent of total students tested	95	94			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	69	67			
% "Exceeding" State Standards 'Exceeds'	3	11			
Number of students tested	35	27			
2. IEP					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	50				
% "Exceeding" State Standards 'Exceeds'	9				
Number of students tested	34				
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	63	40			
% "Exceeding" State Standards 'Exceeds'	0	10			
Number of students tested	19	10			
4. Asian					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	82	91			
% "Exceeding" State Standards 'Exceeds'	32	18			
Number of students tested	28	33			

Subject Math Grade 7 Test Illinois Standards Achievement Test

Edition/Publication Year 2003 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 'Meets' plus 'Exceeds'	89	93			
% "Exceeding" State Standards 'Exceeds'	46	51			
Number of students tested	210	209			
Percent of total students tested	95	94			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	60	78			
% "Exceeding" State Standards 'Exceeds'	20	30			
Number of students tested	35	27			
2. IEP					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	53				
% "Exceeding" State Standards 'Exceeds'	9				
Number of students tested	34				
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	58	50			
% "Exceeding" State Standards 'Exceeds'	16	10			
Number of students tested	19	10			
4. Asian					
% "Meeting" plus % "Exceeding" State Standard 'Meets' plus 'Exceeds'	97	98			
% "Exceeding" State Standards 'Exceeds'	54	52			
Number of students tested	28	33			