

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Paul Butler Junior High School
(As it should appear in the official records)

School Mailing Address 2801 York Road
(If address is P.O. Box, also include street address)

Oak Brook IL 60523-2399
City State Zip Code+4 (9 digits total)

County DuPage State School Code Number* 190220530021001

Telephone (630) 573-2760 Fax (630) 573-1725

Website/URL www.Butler53.com E-mail econdon@butler53.com

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sandra Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Butler School District 53 Tel. (630) 573-2887

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

(Superintendent's Signature) Date _____

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

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

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

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

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 High schools
 Other
- 2 TOTAL
2. District Per Pupil Expenditure: \$9,440
- Average State Per Pupil Expenditure: \$5,216

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	37	35	72
K					8	34	32	66
1					9			
2					10			
3					11			
4					12			
5					Other			
6	36	32	68					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								206

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>64</u> | % White |
| <u>2</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>29</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	196
(5)	Total transferred students in row (3) divided by total students in row (4)	.010
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Urdu

9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0.

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: $\frac{9}{18}$ %
 Total Number of Students Served

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

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 9 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 2 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 18 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> 0 </u>
Support staff	<u> 3 </u>	<u> 1 </u>
Total number	<u> 29 </u>	<u> 3 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11:1 .

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	96 %	97 %	97 %
Daily teacher attendance	95 %	96 %	96 %	94 %	95 %
Teacher turnover rate	14 %	14 %	9 %	22 %	14 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

14. (*High Schools Only*) Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Forty-two flags presently adorn the walls of the Multi-Purpose Room at Butler Junior High. Two of the flags are American; the other forty stand for the various nations that our students have represented over the last eight years. Though our community shares a unity of vision and purpose, we believe that our extraordinary student diversity is what makes Butler unique. Despite the fact that our students speak over twenty languages, our common mission is the same in any tongue: “To provide the best educational opportunities for each student to achieve academic excellence, to develop the curiosity for life-long learning, and to demonstrate personal and social integrity.”

Butler Junior High is a public school of 206 students, located in Oak Brook, Illinois. Situated in the western suburbs of Chicago, we serve students in grades 6, 7, and 8 and are fully dedicated to the principle of “putting children first.” The school was constructed in 1963 and has been faithfully maintained and updated to meet the changing needs of our student population. Our facility and our curriculum are designed to support intellectual, emotional, social, and physical growth among our students.

In our school, the importance of quality instruction ranks second only to safety. The faculty and staff are remarkable in their exemplary dedication to our students, and our students respond with an enthusiasm and commitment to excellence that has become the hallmark of our school. An integral part of our approach to students is our emphasis on character development. We believe that the close relationship our faculty forges with the students is a primary reason for our success, and we strive to extend that relationship to families through events such as Parent Visitation Day and Curriculum Night. Butler’s small school model truly creates a close-knit sense of family among us.

This sense of family is strengthened by the high level of involvement of students, teachers, administrators, parents, and members of the community. Virtually every student is involved in at least one extracurricular activity. Recently, extracurricular activities have been created or modified to meet the changing needs of our students. The parents of our students serve as volunteers during the school day in the lunchroom and Library/Learning Center. Our active PTA supports the general curriculum by sponsoring cultural enrichment programs and book fairs, and also by purchasing special equipment such as computers for the students. Two additional parent groups, Sports Boosters and Music Boosters, support our athletic and fine arts programs.

An example of the academic spirit of community is evident in Butler’s unique Book Club. Students, the principal, teachers from all subject areas, and support personnel divide into groups with each group selecting a different book. Two weeks later, all groups meet together for lunch and discuss their book. Then new groups are formed, new books are selected, and the process repeats itself. As in Book

Club, pleasure reading ripples throughout our community. Another example of this academic spirit can be found in our Reading Lounge. This dedicated room was created to promote recreational reading and is a place where students are permitted to read individually or with their classes for enjoyment. Furnished with comfortable chairs and couches provided by our PTA, the Reading Lounge allows students to view reading as a reward in its own right. It is also an important symbol of the values our school embraces.

We are fortunate that members of the community willingly serve our Butler family. One set of parents, a cardiac surgeon and a cardiac nurse, volunteer their time and resources to provide CPR training to the entire staff as well as to the eighth-grade students. They have also scheduled complimentary in-school EKG screenings for eighth-grade students to identify potential heart defects. The Oak Brook Rotary Club, in conjunction with our School Board, sponsors an annual essay contest for all Butler students. The Oak Brook Chapter of the American Association of University Women (AAUW) sponsors an annual public speaking contest in which winning eighth-grade students speak in a public forum about current controversial issues. Clearly, our support from the larger Oak Brook community is very meaningful and is apparent all around us.

All members of our Butler family are proud of our academic program. At Butler Junior High, the emphasis is on the students, the focus is on instruction, and the objective is achievement. In every sense, Butler really is a tremendous place for students to learn and grow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Butler Junior High are highly successful in their pursuit of academic excellence. Their performance in the area of standardized assessment is no exception. Every student is assessed at both the national and state level. The results of these assessments are analyzed in a collaborative manner and are utilized as one of many tools to increase student achievement.

At the state level, Butler students participate in the Illinois Standards Achievement Test (ISAT). The assessment is criterion-referenced and correlated directly to the Illinois Learning Standards. Student achievement on the ISAT is measured against four graduated benchmarks: “Exceeds State Standards,” “Meets State Standards,” “Below State Standards,” and “Academic Warning.” In order to demonstrate proficiency on these assessments, students are required to apply content knowledge, critical-thinking skills, and problem-solving strategies. Students take the Math and Reading ISAT in grade 8 and the Science ISAT in grade 7. More information on the assessments can be found at www.isbe.net.

Several important conclusions can be drawn from our ISAT data, and all have continuing implications for our students and our instructional program. Eighth-grade ISAT math scores have improved from 2001-2002 when 78% of students met or exceeded standards, to 91% in 2004-2005. Eighth-grade ISAT reading scores have improved from 2002-2003 when 84% of students met or exceeded standards, to 95% in 2004-2005. With the exception of one year (2002-2003) in the five-year data cycle, eighth-grade reading scores have remained at 90% or above. This strong performance is underscored by participation rates at or near 100% in each year, both in math and reading.

An analysis of student subgroup performance scores yields other important conclusions. On the eighth-grade math ISAT, Asian/Pacific Islander scores improved from 2000-2001 when 52% of students exceeded standards, to 80% in 2004-2005. The Asian/Pacific Islander subgroup also showed great growth on the eighth-grade reading ISAT. During the same five-year period, this sub-group improved from 29% exceeding state standards in 2000-2001, to 60% in 2004-2005. Likewise, students with disabilities made steady improvement on the eighth-grade math ISAT from 2001-2002 when 11% met state standards, to 60% in 2004-2005. Additionally, a percentage of disabled students exceeded state standards for the first time in Math in 2004-2005. Disabled students also improved on the eighth-grade reading ISAT from

2000-2001 when 29% met state standards, to 60% in 2004-2005. It is particularly noteworthy that at no time in the last five-year period has a Butler student scored in the “Academic Warning” range.

In order to ensure that useful assessment data is available regarding very high-performing students, our district also administers the Educational Records Bureau (ERB) Comprehensive Testing Program, 4th Edition (CTP 4), to all students in grades 6, 7, and 8. This nationally-normed assessment is administered in January and compares Butler student performance against National, Suburban, and Independent School Norms. The students are assessed in the areas of Verbal Reasoning, Reading Comprehension, Writing Mechanics, Vocabulary, Quantitative Reasoning, and Mathematics (1 & 2). These areas are supplemented by the administration of the ERB Writing Assessment Program (WrAP) in May, during which students are required to produce a writing sample for independent evaluation and scoring. It is important to emphasize that on each of these individual sub-area assessments, Butler students regularly outperform the National, Suburban, and Independent School Norms.

Each year, Butler receives detailed score reports about the assessment results, and student data is shared with and among faculty. This data is utilized for the purpose of providing academic intervention and enrichment, as well as improvement and revision of our general curriculum. Student performance scores on the ISAT, CTP 4 and WrAP are mailed to students and parents along with an explanatory letter and a guide for score interpretation. For all assessments, the aggregate school performance data is shared with parents at a PTA meeting, as well as the entire community at School Board meetings.

2. Using Assessment Results:

While student performance data can itself be telling, it is clearly the interpretation of the data that holds promise for improved student achievement. At Butler Junior High, student data is used to chart the course for instructional decision-making at both the individual and school level.

At the individual level, test data is frequently used by classroom teachers to provide both student remediation and enrichment. Within confidentiality guidelines, teachers are provided with all appropriate assessment data about their students. Our district administers the Educational Records Bureau (ERB) assessments to all students in grades 3-8, and the tests provide data rich in information about individual student progress in each of the subgroup areas. Though the school population regularly outperforms both the suburban and independent school subgroups on the ERB assessments, the data also provides valuable information about areas of deficiency for individual students. Using this available data, teachers regularly monitor student growth, adjust instruction to supplement gaps in content knowledge, and provide small group and individual interventions within the traditional classroom setting.

In the larger school setting, assessment data is equally critical in guiding instructional decision-making. As we continue to pursue our goal of providing an ever-evolving “guaranteed and viable curriculum” (Marzano), our teachers meet weekly on curriculum teams. Each team is led by a facilitator who coordinates district-level communication to the teachers in each subject area. Our district incorporates both horizontal (by grade level) and vertical (by subject area) teaming; this strategy allows for monthly meetings with the elementary teachers in the district. These teams use student assessment data to help guide the continued effectiveness of the instructional program and to allow for the creation of departmental Action Plans. On varying occasions, this data analysis has led to major reorganizations within the curriculum. An example can be found in our language arts program where an analysis of ISAT student reading data from 2001-2003 prompted a major change in the instructional delivery model. In large part, we credit this change as a significant contributing factor to the improvement in student achievement scores in reading over the last three years.

3. Communicating Assessment Results:

Communicating student performance is a high priority for our school. Through varied forms of communication, we strive to ensure that all stakeholders understand student progress and take ownership in the process. Teachers conduct regular one-on-one conferences with students to discuss their progress.

Each year, teachers and parents communicate by phone, email, letter, at biannual parent-teacher conferences, and through eight report cards/progress reports. Student academic growth is also shared with parents through planned programs. Parents visit during the school day and observe first-hand their student's mastery of skills. Examples of this include Language Arts Portfolio Day, the Fine Arts Medieval Flair, and the Foreign Language Digital Portfolio Day.

In addition to frequent letters and a monthly newsletter, the principal holds a monthly coffee at which parents, PTA members, and the administration interact in an informal setting. In acknowledgment of students' successes, students earn PRIDE slips which are recognized by the principal, sent home to parents, and displayed prominently in our school. Because Butler cultivates and maintains a positive relationship with the press, students' accomplishments are regularly highlighted in the local media.

An important part of conveying student progress is sharing assessment data. Under the direction of the principal, teachers meet, analyze, and discuss our student assessment data. Detailed reports are sent home to families along with an explanatory letter from the administration about how to interpret the scores. Parents also receive additional information and have their questions answered at a principal's coffee. In individualized conferences, teachers help students understand their results. General assessment results and trend data are presented at school board meetings. In order to share student performance and assessment with the entire community, an annual district State of the Schools meeting is open to all interested community members. As a member of a two-school district, Butler Junior High plays a significant role in planning for and presenting information at this community meeting. All community members, even those with no school-age children, are provided first-hand information about the students' performance in our school. This degree of communication makes the difference in keeping all members of our community invested in the progress of our students.

4. Sharing Success:

As one of two schools in a small district, Butler Junior High is fortunate to be a part of a larger academic consortium. This consortium, comprised of 16 school districts in the western suburbs of Chicago, is the main venue through which we share our successes and hope to learn from our challenges. Each fall, the consortium organizes a major institute program based on several topics of shared academic concern for the group. While several of the presenters are typically of national renown, most of the small group sessions are led by educators from our school and the consortium at large. This institute provides a meaningful vehicle to share effective instructional practices.

The principals from the middle-level schools in the consortium also meet on a regular basis. These meetings are an outstanding opportunity for administrators to learn from each other and present practical solutions to instructional issues that are common to each of the schools. Although Butler Junior High has many facets that make it unique, all the schools in our consortium share many challenges as we continue to pursue our mutual goal of continued student achievement.

Our teachers are also an important factor in the equation of shared school success. They have presented at state and local level conferences over the past several years and have served as college-level instructors at local institutions. In addition, we have many teachers who are presently enrolled in continuing coursework. Not only does this allow them to network and share effective practices with others, but it allows the teachers to incorporate successful ideas and strategies from elsewhere into our school program. In conjunction with teachers from other feeder schools, Butler faculty participates in formal articulation meetings with the local high school on a regular basis. We learn from each other through our collaboration of ideas.

We firmly believe that sharing instructional success between schools is a vital initiative toward not only improving instruction and student achievement for students at Butler, but also toward improving the general state of education in our region.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Butler takes pride in its child-centered curriculum. As a true community of learners, the stakeholder groups of students, parents, and educators hold each other to very high standards. While maintaining these expectations, we recognize that to best meet student needs, we must focus on students as individuals and tailor the curriculum to each child. We take this approach not only with students in our regular education programs but also with those who qualify for special services. Teachers adapt the curriculum to best meet the needs of special education students in the context of an inclusion model. We do this because our focus is on ensuring that all students make meaningful contributions to our community of learners.

Butler students learn language arts skills in an integrated approach for a double period daily. Reading instruction focuses on comprehension skills and strategies, literary analysis, and reading for pleasure. Students gain experience writing in all modes, and they self-assess and edit their own writing as well as the writing of others for content, style, and mechanics. Incorporating their research skills, students prepare and deliver formal speeches. These language arts skills culminate in a final eighth-grade project in which students research, write, and deliver manuscript speeches about current controversial issues.

In order to challenge all students, we offer a variety of levels in our math and Spanish programs, many of which offer high-school equivalency. All levels of Spanish stress communication in reading, writing, speaking, and listening; the majority of class time is in the target language. Our multicultural student population is especially receptive to learning about different Hispanic cultures, and teachers engage students in many authentic cultural experiences. All students in our Spanish program complete high-school course work; because of our program, students have the option of completing two Spanish AP classes in high school. The levels of our math program allow students comparable opportunities. Eighty percent of our students complete Algebra 1 by the end of eighth grade. Our most accelerated group takes Geometry 1 here at Butler, which provides options for completing additional AP courses in high school.

Student opportunities in the fine arts abound; children participate in several combinations of visual arts, choral, and instrumental music. Social studies and fine arts teachers implement cross-curricular integration. Fine arts instruction provides a multi-sensory experience which coordinates with the time period students learn about in social studies. General units of study in both areas include ancient civilizations such as Mesopotamia, China, Egypt, Greece, and Rome; the formation and development of the United States as a nation; and contemporary American society. Additionally, our multicultural student population requires that we promote citizenship at the local, national and global level.

Given our focus on educating the whole child, health and wellness are important issues. Both our physical education and science programs empower children to make healthy choices. These lessons are particularly engaging since they implement hands-on and experiential learning. In addition to the traditional games of basketball, soccer, and baseball, daily physical education classes also expose students to the activities of step aerobics, gymnastics, and cross-country skiing. Students regularly use heart monitors during P.E. activities and learn to exercise within their target heart rate in order to maximize health benefits. Through a discovery-approach, the science curriculum engages students in learning about human body systems, geology, botany, genetics, and physics. This emphasis on experimental design and inquiry-based learning forces students to apply higher order thinking skills to daily activities.

Our Guided Study program is a unique part of the curriculum that meets the needs of a particular group of regular education students. Through this class, students learn organization and study skills enabling them to achieve success in other areas. The flexible services delivery model provides another venue for meeting the individual needs of regular education students. By referring students to the Student Support Team, teachers can problem-solve interventions and modifications to assist students and keep them from “falling through the cracks.” These are a few of the many ways in which Butler works to meet the individual needs of all its students.

In all subject areas, teachers integrate technology in meaningful ways. Teachers use video streaming, webquests, and digital portfolios as techniques to engage students in significant content.

Through each class, teachers also instruct students on how to use technology in appropriate and effective ways to further their academic pursuits.

Our child-centered curriculum focuses on the individual needs of all students no matter what their unique abilities, interests, or backgrounds. Because the curriculum is engaging and appropriate, all stakeholders strive to maintain very high standards. All members of the community of learners demonstrate their commitment to life-long learning.

2b. (Secondary Schools) English:

In 2003, an analysis of our assessment trend data drew attention to gaps in the language arts curriculum. Formerly, the teacher and the instructional focus changed for students quarterly, but the data highlighted the fact that too many students, especially struggling readers and special education students, were not achieving to a degree we considered desirable. This led us to change to our current yearlong program that incorporates a much heavier emphasis on reading.

Our current language arts program is a cornerstone in the school's curriculum. For the entire year, students receive a double period of language arts instruction from the same teacher. Students develop reading comprehension skills and strategies for all genres including fiction, nonfiction, poetry, and drama. To further their understanding of text, students also acquire literary analysis skills including characterization, setting, plot, conflict, symbolism, and theme. Because of our culturally diverse student population, the language arts program offers students a variety of selections from multicultural literature including literature from different societies and eras. Reading instruction is taught in an integrated approach with the other language arts skills of writing, grammar, vocabulary, speaking, and listening.

Butler has its share of struggling readers, and many interventions are devoted to helping them. One of our most important is Guided Study, a daily class devoted to reteaching needed skills and strategies to struggling students. Students gain additional practice, receive one-on-one help, and learn how to overcome some of their deficiencies while adopting strategies that help them become independent learners.

Additional opportunities to improve student reading skills are available elsewhere. Students who struggle, but who may not need daily help, can receive extra help from a teacher during our study hall period. During the study hall period, two language arts teachers formerly held a reading clinic to remediate the skills of struggling readers, but the change in our language arts instructional delivery model as well as the success of other interventions made the clinic unnecessary this year. Extra-help opportunities available outside of the school day include individual and small group sessions with teachers before and after school. Students can also work with a teacher after school in our Homework Club, recently expanded to meet four times a week.

At Butler, both successful and struggling readers alike are empowered to achieve their maximum potential; they need only choose which option best suits their needs.

3. Mathematics, Science, Art, Etc.:

Science plays a critical role at Butler as we educate students to transition from childhood to adulthood. Junior high students are seeking out who they are physically and emotionally. Examining how they look at their environment, students are seeking to discover their place in the world. Science gives them the map to find their way and helps them on their journey.

A basic tenet of science is that the universe is constructed of consistent patterns which can be found in all of nature. By using the scientific process of investigation, students discover these patterns, prove their existence, and explain in small ways how the world around them is controlled. If students understand how and why events occur in the world, then they have the potential to control those events, or at least understand them.

For adolescents, attaining independence and directing one's life is very important. Science gives students the knowledge to find answers to problems and questions. Students find that problems and questions lead to a hypothesis about a solution. Students then test hypotheses, control variables, and collect data. Finally, they draw a conclusion from the results of the experimentation. This process, known

as the Scientific Method, is the backbone of science instruction at Butler. It gives students the tools to find solutions to problems and answers to their questions, increasing their knowledge of the world.

Adolescents struggle with who they are and how they fit in. Through the study of biology, they discover their role in the natural world, learn the interdependence of living organisms, and recognize the strength and beauty of life's diversity. They recognize the consequences of actions and realize that technological advances can have positive as well as negative effects.

For young adults the world can seem confusing and chaotic. Through the study of chemistry, biology, and physics, students find that this is not so. They find that many unifying laws and patterns govern all of nature. The Butler science curriculum is designed to help students experience and understand the practical application of science in their lives. With this understanding comes the knowledge that they can find their way in the world with confidence, knowing they have the ability to comprehend, to make choices, to solve problems, and to effect the outcomes of their lives.

4. Instructional Methods:

Teachers at Butler are reflective practitioners focused on helping all students maximize their potential. Therefore, teachers not only implement research-based pedagogy in the context of a curriculum that is carefully aligned with state standards, but they also reflect on the instruction and curriculum in order to constantly improve them. A central philosophy that guides all educational decisions is that learning needs to be individualized to meet students' needs and interests.

While holding high standards for all students, teachers differentiate instruction to meet the unique needs of each learner. Teachers utilize a variety of differentiated instruction including individualized vocabulary lists, tiered assignments, learning centers, and individualized projects. Teachers engage students in metacognitive processes, forcing students to take leadership and ownership in their learning. Teachers accomplish this through the use of such techniques as portfolios, conferencing, and individualized goals. In these ways, teachers communicate to students the importance of each child maximizing individual potential instead of relying on comparisons with the entire class.

In order to captivate students' interests, teachers plan highly engaging and interesting activities. Understanding students' unique learning styles and the needs of junior high learners, teachers vary the modality of learning experiences and use a multi-sensory approach in each forty-minute lesson. Some strategies that teachers commonly use include graphic organizers, simulations, games, discovery-centered lessons, cooperative learning, songs and mnemonics, debates, and peer-tutoring. Teachers utilize their extensive knowledge of the students to draw meaningful connections between content matter and students' lives. Furthermore, teachers use authentic assessments and activities to help students understand the value of what they are learning and demonstrate their content mastery in a meaningful way.

By focusing on individuals and their needs, teachers at Butler Junior High are able to craft engaging and meaningful lessons based on best practice and research. This focus enables teachers to help all students maximize their potential so that "no child is left behind."

5. Professional Development:

Butler prides itself on hiring highly qualified and professional educators. Still, an effective professional development program is critical to maintaining the quality of instruction necessary to help children achieve at the highest levels. Professional development is also vital to provide faculty with the means to affect their own growth and support their individual needs as vibrant, learning adults.

Our professional development initiatives begin immediately when a teacher joins the school. A unique two-day teacher induction program is held during the summer to welcome new staff members to the school community. This program is facilitated by the administration and veteran teachers and is particularly effective in fostering the relationships between the novice teachers and their new mentor teachers. This excellent introductory summer session is followed by a yearlong series of new teacher meetings, which are designed to address topics critical to new teacher success, support, and growth.

Teachers participate in many traditional professional development opportunities as well. Teacher institute sessions are one vehicle that the district uses to ensure the congruence between professional development goals and district action plan objectives. Teachers are provided with the means to attend in-service activities outside the school such as CRISS (CReating Independence through Student-owned Strategies) training, relevant regional workshops, and conferences that address important social, emotional and academic issues for adolescents.

Above all, it is critical to foster an environment which acknowledges that effective professional development varies for different teachers. Our teacher evaluation model stands as a strong reflection of the way in which development can be tailored to meet the needs of novice, developing, and master teachers. As teachers progress in their skill and experience, they are encouraged to pursue additional activities that foster growth in increasingly expansive ways. Recent examples include a teacher who helped to devise the Illinois State Standards of Foreign Language, a visual arts teacher who illustrated a highly acclaimed book of poetry, and three other teachers who pursued administrative internships through established university programs.

At Butler, we believe that professional growth and development are paramount as we continue to emphasize the importance of life-long learning throughout our school community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION REFERENCED TEST

READING, GRADE 8 BUTLER JUNIOR HIGH SCHOOL

Assessment: *Illinois Standards Achievement Test (ISAT)*

Edition/Publication: *Yearly*

Publisher: *State of Illinois*

Scores reported as rounded percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	April	April	April	April
SCHOOL SCORES*					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	95%	90%	84%	92%	94%
% At "Exceeds State Standards"	31%	36%	27%	31%	29%
Number of students tested	65	60	64	82	64
Percent of total students tested	100%	98%	100%	99%	100%
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0%	0%	0%	0%	2%
SUBGROUP SCORES					
1. White, Non-Hispanic					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	95%	87%	84%	88%	95%
% At "Exceeds State Standards"	31%	30%	24%	24%	30%
Number of students tested	45	37	41	56	44
2. Asian / Pacific Islander					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	93%	100%	88%	95%	96%
% At "Exceeds State Standards"	60%	48%	41%	55%	29%
Number of students tested	15	21	18	24	20
3. Students With Disabilities					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	90%	43%	14%	44%	57%
% At "Exceeds State Standards"	20%	0%	0%	0%	0%
Number of students tested	10	7	7	9	7

STATE CRITERION REFERENCED TEST

**MATH, GRADE 8
BUTLER JUNIOR HIGH SCHOOL**

Assessment: *Illinois Standards Achievement Test (ISAT)*

Edition/Publication: *Yearly*

Publisher: *State of Illinois*

Scores reported as rounded percentiles

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	March	April	April	April	April
SCHOOL SCORES					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	91%	90%	86%	78%	89%
% At "Exceeds State Standards"	46%	54%	50%	52%	54%
Number of students tested	65	60	64	83	64
Percent of total students tested	100%	98%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0%	0%	0%	0%	2%
SUBGROUP SCORES					
1. White, Non-Hispanic					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	93%	89%	82%	73%	89%
% At "Exceeds State Standards"	38%	46%	47%	45%	54%
Number of students tested	45	37	41	56	44
2. Asian / Pacific Islander					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	87%	95%	100%	100%	90%
% At "Exceeds State Standards"	80%	71%	65%	70%	52%
Number of students tested	15	21	18	25	20
3. Students With Disabilities					
% At "Academic Warning"	0%	0%	0%	0%	0%
% At or Above "Below State Standards"	100%	100%	100%	100%	100%
% At or Above "Meets State Standards"	60%	28%	14%	11%	43%
% At "Exceeds State Standards"	10%	14%	14%	0%	0%
Number of students tested	10	7	7	9	7