

**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 Dr. Donald Fraynd  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name William Jones College Prep  
(As it should appear in the official records)

School Mailing Address 606 South State Street  
(If address is P.O. Box, also include street address)

Chicago IL 60609-1807  
City State Zip Code+4 (9 digits total)

County Cook State School Code Number\* 150162990250533

Telephone ( 773 ) 534-8600 Fax ( 773 ) 534-8625

Website/URL www.jonescollegeprep.org E-mail principal@jonescollegeprep.org

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\* Mr. Arne Duncan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chicago District 299 Tel. ( 773 ) 553-1500

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. Michael Scott  
(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**

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**

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**All data are the most recent year available.**

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

- Number of schools in the district:
 

<u>486</u>	Elementary schools
<u>    </u>	Middle schools
<u>    </u>	Junior high schools
<u>107</u>	High schools
<u>20</u>	Other
<u>613</u>	TOTAL
- District Per Pupil Expenditure: \$9,564  
 Average State Per Pupil Expenditure: \$8,786

**SCHOOL** (To be completed by all schools)

- 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
- 3 Number of years the principal has been in her/his position at this school.  
1 If fewer than three years, how long was the previous principal at this school?
- 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			
K				8			
1				9	53	100	153
2				10	78	131	209
3				11	65	150	215
4				12	65	92	157
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							734

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

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>26</u> | % White                          |
| <u>26</u> | % Black or African American      |
| <u>34</u> | % Hispanic or Latino             |
| <u>13</u> | % Asian/Pacific Islander         |
| <u>1</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.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	734
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.012
<b>(6)</b>	Amount in row (5) multiplied by 100	1

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

Number of languages represented: 5  
 Specify languages: Spanish, French, Arabic, Chinese, and Polish

9. Students eligible for free/reduced-priced meals: 56%  
 Total number students who qualify: 409

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: 13 %  
95 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>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 42</u> Specific Learning Disability
<u>  4</u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>  1</u> Traumatic Brain Injury
<u> 19</u> Mental Retardation	<u>  1</u> Visual Impairment Including Blindness
<u> 25</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>  3</u>	_____
Classroom teachers	<u> 42</u>	_____
Special resource teachers/specialists	<u>  8</u>	<u>  5</u>
Paraprofessionals	<u>  9</u>	_____
Support staff	<u> 12</u>	_____
Total number	<u> 74</u>	<u>  5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

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	95 %	94 %	94 %	94 %	95 %
Daily teacher attendance	97 %	96 %	97 %	97 %	97 %
Teacher turnover rate	10 %	9 %	7 %	11 %	26 %
Student dropout rate (middle/high)	3 %	1 %	0 %	0 %	0 %
Student drop-off rate (high school)	3 %	3 %	3 %	10 %	9 %

Student drop-off rates in 2004-05 through 2002-03 were un-remarkable. The larger discrepancy found in the 2001-02 and 2000-01 school years is attributed to the school's movement. The school physically moved to a temporary site: a school on the northside that had been closed down previously, during the construction of the school. The campus was in an area known to be far less safe than the Harrison/State location. Many parents were probably concerned about sending their students to this campus.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	209
Enrolled in a 4-year college or university	89%
Enrolled in a community college	8%
Enrolled in vocational training	1%
Found employment	0%
Military service	1%
Other (travel, staying home, etc.)	0%
Unknown	1%
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

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The mission of Jones College Prep (JCP) is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person.

In light of the mission of the school, we have created a Profile of the Ideal Jones Graduate at Graduation as our "dream" or vision statement of who we hope our students will be on the road to becoming as they walk across their graduation stage. All of our energies are focused on helping students develop characteristics in 5 areas: 1) socially skilled and mature, 2) compassionate, 3) socially just and responsible, 4) well rounded and holistic, and 5) intellectually competent. Adolescents are journey people. While we do not believe that students will be finished in developing characteristics in the five areas, we believe that the Jones College Prep experience will bring substantial "beginnings" in them.

Located in Chicago's South Loop in the midst of the city's education and cultural corridor, Jones College Prep earned the honor of School of Distinction in 2003 & 2004. JCP is a selective enrollment school offering challenging and innovative programs in a technologically enhanced and caring environment. Diversity of all kinds is celebrated in the Jones community. Presently our student population consists of 734 students who are 26% African American, 34% Hispanic or Latino, 26% White, 13% Asian/Pacific Islander, and 1% American Indian/Alaskan native. Additionally, we have a large Gay Straight Alliance, well developed programs for students with disabilities, and an emphasis on social justice.

JCP is ranked among the top four schools in the city on standardized test scores and has received top honors in math, Latin, history, debate, technology, art, music, theatre and Academic Decathlon competitions. JCP students were city champions in Girls and Boys Cross-Country, state qualifiers in Girls Cross County, winners in Girls Division Volleyball, participants in MS2 Math and Science Program, UIC Engineering High School Institute, Science and Engineering Program at Fermi Laboratory, National Debate Institute, AIM and Notre Dame Engineering Programs, The Illinois International Career Academy, the Illinois Teenage Institute, and the Chicago Summer Business Institute. JCP is also a National Service Learning Leader School. The high academic achievement level of JCP students is especially significant in light of a 56% poverty level.

Over 90% of the JCP faculty has advanced degrees, many have multiple certificates, and all engage in professional development on a regular basis to increase and refine their skills. JCP has educational partnerships with Roosevelt University, The School of the Art Institute, IIT, University of Chicago, University of Illinois at Chicago, Columbia College, DePaul University, Loyola University, Robert Morris College, and the Chicago City Colleges. Its community partners include Nuveen Investments, Harold Washington Library, The Field Museum, Sherwood Conservatory of Music, Merit Music, Goodman Theatre, Chicago Arts Partnership in Education, Teatro Vista, Interface Cellular Communications, the Constitutional Rights Foundation, Bank One, Chinese American Service League and Chicagoland Chamber of Commerce. JCP is fully accredited by the North Central Association of Colleges and Secondary Schools.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Reading and math assessments are given during each of the 4 years of high school. Both national normed assessments (ACT, Inc. assessments: EXPLORE, PLAN and ACT) are used as well as a state criterion referenced assessment, the Prairie State Achievement Examination (PSAE) which is produced by the Illinois State Board of Education (ISBE). Information regarding the exam may be obtained by accessing the ISBE website: [www.isbe.state.il.us/assessment/psae.htm](http://www.isbe.state.il.us/assessment/psae.htm). There are 4 performance levels of the PSAE: 1) exceeds standards, 2) meets standards, 3) below standards, and 4) academic warning.

The PSAE reading scores have risen consistently from the 2000-2001 school year; Jones' first year administering the exam, to the 2004-2005 administration. During that timeframe the percentage of students who are in the *Meets or Exceeds* category has increased from 79% to 87%. An even more dramatic increase is evident in the percentage of students who fall into the *Exceeds* state standards which has risen from 4% to 30%. In terms of the subscores, all categories reported growth in the *Meets or Exceeds* level, but the Black, Non-Hispanic, African- American category saw the biggest growth in the Meets or Exceeds category, and reported a 27% growth in the percentage of students exceeding state standards. The White, Non-Hispanic group had the largest growth in the percentage *Exceeds* state standards, yet they only had a 4% growth in the *Meets or Exceeds* level. The Asian-Pacific Islander category showed the greatest fluctuation in terms of the reading scores. They had a 20% drop from 2000-2001 to 2001-2002, but increased by 15% from the 2002-2003 to 2003-2004 school year. This was most likely due to increased recruiting in nearby Chinatown, an area with a higher concentration of families speaking Mandarin.

PSAE math scores increased during the 5 year span from 66% *Meets or Exceeds* to 90%.

The males on the whole made the largest gains in the math scores from 71% *Meets or Exceeds* in 2000-2001 to 97% in 2004-2005. The males also had a 16% gain in the *Exceeds* state standards, which was the largest gain in the subgroups. The greatest fluctuations in the subgroups were seen in the Asian-Pacific Islander group in the *Exceeds* state standards category, and the Black, Non-Hispanic, African American group in the *Meets or Exceeds* category. The Asian-Pacific Islander group showed a 26% increase from 2000-2001 to 2001-2002, but dropped by 12% points 2001-2002 to 2002-2003, where the Black, Non-Hispanic, African American group increased 10% and 14% in 2000-2001 and 2001-2002, yet dropped 11% in 2002-2003.

ACT reading and math scores overall showed an increase; 3 points in the reading and 3 points in the math. The greatest gains in reading were made in the female and Hispanic groups; 3 points and 7 points respectively. In the math scores the White, Non-Hispanic and Hispanic groups showed the most growth, 4 points and 4 points. Losses in the math scores were reported only for the Asian, Pacific Islander group in 2002 to 2003 of 3 points, and the White, Non-Hispanic group of 1 point in 2003 to 2004.

The PLAN and EXPLORE scores showed the least amount of improvement in both subjects. Both exams in both subjects showed losses in all subgroups except one during the 2002-2003 to 2003-2004 scores. In the PLAN reading the Black, Non-Hispanic, African American group showed the most overall gains with 2 points and the Other group showed the most gains in the PLAN math with a 3 point increase. The Hispanic group showed the most gains in both EXPLORE exams; 1 points in the math and 3 points in the reading.



**2. Using Assessment Results:** Assessment data are used in multiple ways throughout the school community. We use the ACT Corporation's EPAS system consisting of a suite of tests that are given in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. Each of the tests are designed to work in tandem with one another to help students develop skills over time before they take the ACT (also the backbone of our state assessment). Individual student reports are used to show students exactly where they can grow academically. Counselors and teachers design school-wide lesson plans where students analyze their own results and prepare an individualized plan. Parents are brought into the conversation during night time meetings as part of the Parent Teacher Organization, Local School Council, and as mini workshops within parent community building activities such as class potlucks. Parents are also asked to review individual score reports with their students. Finally, teachers use data most extensively. We use data in two primary ways: vertically on the department level and horizontally as grade level teams. Teachers from particular departments look at EPAS test results from sub-test sections to determine what skills are missing in their curricula. They combine this with individual item analyses to determine what test questions / skill areas seem to be tripping up the majority of students. Teachers add skills to their curricula and design course-level assessments that are aligned to the tests to ensure success. Horizontally across the grade level, teachers have been creating value added models to determine how they have done over time at growing particular skills in students. For example, 9<sup>th</sup> grade teachers determined that they are not challenging high scoring students in science reasoning after they looked at growth of 9<sup>th</sup> graders over time. Further information on the ACT, Inc assessments can be found at [www.act.org](http://www.act.org).

**3. Communicating Assessment Results:** In order to effectively use the assessment data gathered through standardized testing, students, teachers, and parents need to fully understand the information provided by the accompanying score reports. This understanding is not possible when under-informed adults place the data reports into the hands of students with little to no assisting details. To ensure that students are instead armed with the ability to understand their scores and then make necessary changes in their study habits and course choices, Jones teachers and parents are taught how to read the reports and students are given focused instruction on these reports by their homeroom teachers. For each report received by the school, homeroom teachers spend at least one period meeting with their students, interpreting test score data, and developing strategies to develop the skills in areas of greatest need. Specifically, students and their teachers use the College Readiness Standards created by the ACT Corporation to assess their needs and find techniques to practice specific competencies. Beyond the time in homeroom, students carry their score reports to their core classes the day they are distributed to enable their classroom teachers to align the data to specific work in class. Parents and community members are given similar information during PTO meetings as well as potlucks planned for families of each graduating class. Jones College Prep test assessment gains have been featured in several newspaper articles as well, the most recent of which outlined our jump from 17<sup>th</sup> to 8<sup>th</sup> in the state.

Does this distribution and teaching strategy work? In our evaluation of the process, many students could speak of specific areas of need and techniques for skill development discovered through interpreting their scores with the help of an informed adult. Standardized tests and their content became less mysterious as a result. Students now knew what skills they needed to develop in order to improve their scores and knew areas of greatest strength.

**4. Sharing Success:** Jones is the site of frequent visits from educators within the city, across the country, and across the world. A few examples will be cited here. Recently, we hosted a group of teachers and students from Magdeburg Germany. Their students shadowed ours and teachers conferenced together to share ideas. Chinese teacher educators also visited earlier this year. We shared our practices and philosophies with them and asked them to do the same. We also hosted a group of teachers from other schools within the city. After a tour and meetings with department chairs regarding department philosophies, visiting teachers talked with students about what sets the school apart. Last year, after winning the Illinois Spotlight Schools Award (an award given for high poverty and high achieving

schools), a group of administrators from a nearby city came to ask us about how we were able to achieve high performance. Finally, our school is an extremely popular site for student teaching and student observers. For nearby university education departments, we are seen as a laboratory for teaching the skills necessary for educators to thrive in an urban setting. We plan to continue sharing our success by developing partnerships with struggling high schools and elementary schools.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. CURRICULUM:**

**SCIENCE:** Inquiry-based instruction is the central focus of the teaching and learning that occurs in the Science courses at Jones. Students explore new scientific concepts in three required classes (Biology, Chemistry, and Physics) and in several elective courses (Anatomy and Physiology, AP Biology, AP Chemistry, and Forensic Science). Students are encouraged to take at least four years of science and all courses are taught to earn the district's "honors" level credit requirements.

**ENGLISH:** Developing students as critical thinkers and excellent writers are both central goals of the English department. Literary analysis of complex literature occurs within all four required years of English. Extra tutoring and teachers who specialize in differentiated instruction provide support for students who read below grade level. In addition to the four required years, students may take Journalism, AP English Literature, AP English Language, Shakespeare, and Academic Decathlon courses. All courses in English have earned the honors or scholars label.

**SOCIAL STUDIES:** Introducing students to the world's histories and cultures while developing a critical lens through which students can interpret social science data is key in both the required and elective Social Studies classes as well as the Legal Studies program. All students take World Studies and U.S. History in 9<sup>th</sup> and 10<sup>th</sup> grades. Students are also required to take an additional Social Studies class of their choice (i.e., AP European History, Economics, Political Science, Early World History, Sociology, Psychology, AP US History, AP Government, or Legal Studies). Students are strongly encouraged to take four complete years of Social Studies.

**WORLD LANGUAGE:** Leading students to become fluent in both written and spoken language is a goal of the World Language Department. A state-of-the-art language lab provides innovative learning opportunities such as voice recognition and accent corrections software. All students must complete two full years of the same language, but four years of the same language is encouraged. Jones teaches Latin, French, Mandarin Chinese, and Spanish, and will offer AP classes in each language in 2006-2007.

**MATHEMATICS:** Vertical alignment throughout the different years of mathematics instruction ensures a complete math sequence for the students of Jones College Prep. Students are required to complete a full year of Algebra, Geometry, and Algebra II with Trigonometry. It is strongly recommended that students continue their math study and may do so in AP Statistics, College Algebra, Probability and Statistics, Scholars Precalculus, and AP Calculus. Many students take two math classes simultaneously in order to move them to AP Calculus their Senior year.

**PERFORMING / VISUAL ARTS:** All students are required to complete coursework in both Performing and Visual Arts. The school is determined to provide a foundational understanding of art to all students as well as an appreciation for diverse forms of performance and visual artistry. Students complete a required Fundamentals of Visual Arts class as well as one course in either General Music, Vocal Music, Instrumental Music, or Theatre. Elective courses are offered in choir, band, orchestra, theatre, metalsmithing, drawing and painting, and graphic design.

**PHYSICAL EDUCATION:** Students must be prepared to make well-reasoned choices and need the skills and information to do so with issues concerning their health and wellness. This is the focus of our two required years of Physical Education. In addition to physical fitness, the first year incorporates health instruction and the second includes driver's education. A third year of lifetime fitness is available for elective credit.

## **2b. ENGLISH:**

During the 2004-2005 academic year, the Assistant Principal sat with the teachers in the English department and examined trend data from several years of standardized tests. While it was clear that students were being introduced to new literature and new content, growth in important reading comprehension and writing skills seemed to have slowed. We were doing an excellent job bringing students to the level of meeting state expectations – we were struggling to bring them to the level of exceeding state expectations.

All students are required to take four years of English. The first year is a survey of literature, the second year is focused on American literature, the third on British literature, and the fourth on world literature. Throughout the changes in content and history is an emphasis on critical thinking and solid writing. The teachers recognized that the classes lacked a coherent flow of skill instruction from one year to the next. Thus began a revising of the writing curriculum to include intense instruction in grammar and writing conventions each of the four years and concentrated practice in reading comprehension.

Now all students complete a writing and grammar assessment early in the year to determine the needs of the class. Supplemental grammar resources have been provided to each classroom to guide vertically-integrated instruction across grade levels. Key areas of focus are drawn from the 24-27 score range from the ACT College Readiness Standards from both the English and Reading examinations. These changes, teamed with a greater understanding of test data by students and teachers, has already led to an improvement in writing and reading skills. We will continue to track these scores and make adjustments as needed as we progress into the next school year.

## **3. MATHEMATICS, SCIENCE, ARTS, ETC:**

The mission of Jones College Prep is to help students develop themselves as leaders within a rigorous college preparatory curriculum. While the mission comes to life in many of the school's content areas as well as its co-curricular activities, one department that provides students with leadership practice and development is the Arts department. All students are required to take classes in both performing and visual arts. Beyond the instruction in specific arts content, this department requires students to actively share what they have learned, help coordinate performances and demonstrations, and carry themselves with a level of class expected of high-quality performers and artists.

The faculty and staff of Jones view these skills as essential. In our "Grad at Grad" document, our dream statement of what students will be becoming when they cross the graduation stage, we emphasize the need to be socially responsible, respectful, and able to handle one's self properly in a wide variety of situations. These social and leadership skills are not innate. They require development and practice. Our visual arts department requires students to visit art galleries and write about their experiences. The students are also required to present their art publicly and to explain what the viewer will see. The performing arts department asks students to help coordinate the important details that make a performance enjoyable. Tickets, programs, seating, stage managing, and other factors are the responsibility of students, not adults. They also practice being respectful audience members and expect the same of their peers in the audience.

There are many essential skills taught by teachers in many different content areas. These leadership skills highlighted by our arts department are some of the most important, and are certainly key to the mission of our school.

#### **4. INSTRUCTIONAL METHODS:**

The goal of the Teaching and Learning Committee at Jones College Prep is to create rigorous and engaging instructional experiences in every class, for every student. The school seeks a student-centered learning experience as students encounter new content and develop their skills. To improve student learning and encourage increased engagement, the members of the Teaching and Learning Committee played the role of student as they shadowed ninth and tenth graders throughout the school day. Armed with field note sheets, the shadows were asked to track direct student interactions (with peers and with teachers) and mark the level of questions asked in each class. The shadows observed that in many classes, students were able to sit silently as other more vocal students answered questions and led the class. This needed to change.

Over the past year and a half, the faculty has focused on personalization and individualized engagement strategies. Several teachers for whom student engagement comes most easily have taught other teachers strategies to include more and more students in the teaching and learning of the school. Teachers have shared ways to limit involvement of over-active students without discouraging them as well as ways to elicit participation from those who are used to keeping quiet. Basic instruction at the school has needed to change to become more student-centered. The science department has focused on incorporating more inquiry into each of its courses. Students are now expected to discover, hypothesize, research, and share. This form of instruction makes the content learned remain with the students for a longer period of time and encourages the engaged level of participation both teachers and students increasingly expect.

#### **5. PROFESSIONAL DEVELOPMENT:**

The Teaching and Learning Committee has shadowed students to discover what the instructional experience of a typical student is like. As mentioned in the Instructional Methods essay, this work has motivated faculty-wide work on engagement strategies. Additionally, shadowing taught the faculty that a student's day is often fragmented by the various subjects, with little direct overlap in instruction or content. This led the administration to create and lead grade-level teams and to place these teams as the top priority for professional development during the 2005-2006 academic year.

The work of the grade level teams is divided in two, with one half focused on the social-emotional growth of the student within the structure of our homeroom teachers, and the other focused on the academic work done by teachers of like-grade students. The homeroom teams meet after each five-week progress report to analyze the grades earned by students in their graduating class and to monitor the progress of these students. Significant professional development has been delivered to all teachers and staff members to provide each adult a "toolbox" of techniques that can be used to reach out to students with a wide variety of needs. Homeroom teachers are trained to be the advocate for their students and are prepared to meet with these students each grading period to set goals and develop strategies for improvement.

The academic teams gather each month to align curriculum and to select skill areas that need emphasis across classes. These teams have especially focused on reinforcing skills across disciplines. Teachers have worked to find ways to incorporate skills taught in other classrooms within their own, have studied test data for their grade level to determine areas of greatest need, and have begun discussion on inter-disciplinary units that can tie the student's day together across classes.

Finally, the school allocates a large percentage of its discretionary monies to individual teacher professional development. Teachers apply for support to attend conferences and their requests are reviewed in light of how the activity will help achieve school wide goals. Attendance at national and regional conferences related to the teachers' content area are highly encouraged.

## PART VII - ASSESSMENT RESULTS

Subject: Math Grade: 11 Test: Prairie State Achievement Exam

Edition/Publication Year \_\_\_\_\_ Produced by Illinois State Board of Education (ISBE), Copyright ISBE

Testing Month: April	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
% Meets or Exceeds State Standards	91	83	81	77	66
% Exceeds State Standards	11	12	4	4	1
Number tested	143	112	235	218	143
% of Total Tested	100	95	100	99	91
# of Alternative Assessments	5	0	0	0	0
% of Alternative Assessments	100				
<b>Subscores:</b>					
<b>Female:</b>					
% Meets or Exceeds State Standards	86	76	79	71	63
% Exceeds State Standards	7	10	3	4	0
Number Tested	88	66	133	118	94
<b>Male</b>					
% Meets or Exceeds State Standards	97	93	84	85	71
% Exceeds State Standards	18	14	5	4	2
Number Tested	61	46	102	100	49
<b>Low Income</b>					
% Meets or Exceeds State Standards	91	80	82	77	65
% Exceeds State Standards	8	13	3	3	1
Number Tested	85	71	159	154	112
<b>Not Low Income</b>					
% Meets or Exceeds State Standards	89	88	80	80	68
% Exceeds State Standards	16	10	5	8	0
Number Tested	64	43	68	64	31
<b>Asian-Pacific Islander</b>					
% Meets or Exceeds State Standards	96	100	90	94	*
% Exceeds State Standards	12	14	26	0	
Number Tested	26	14	19	18	2
<b>Black, Non-Hispanic</b>					
% At or Exceeds State Standards	83	72	83	69	59
% Exceeds State Standards	3	3	2	4	0
Number Tested	34	44	88	79	73
<b>Hispanic</b>					
% Meets or Exceeds State Standards	94	84	76	78	72
% Exceeds State Standards	9	16	1	4	2
Number Tested	33	34	79	98	57
<b>White, Non-Hispanic</b>					
% Meets or Exceeds State Standards	89	90	83	91	70
% Exceeds State Standards	16	21	2	9	0
Number Tested	55	20	45	22	10

\* No results reported for less than 4 students in a group

Subject: Reading Grade: 11 Test: Prairie State Achievement Exam Edition/Publication Year \_\_\_\_\_

Publisher: Produced by Illinois State Board of Education (ISBE), Copyright, ISBE

Testing Month: April	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
% Meets or Exceeds State Standards	87	85	83	87	79
% Exceeds State Standards	30	18	11	13	4
Number tested	143	112	235	218	143
% of Total Tested	100	95	100	99	91
# of Alternative Assessments	5	0	0	0	0
% of Alternative Assessments	100				
<b>Subscores:</b>					
<b>Female:</b>					
% Meets or Exceeds State Standards	90	86	81	89	82
% Exceeds State Standards	33	16	10	14	2
Number Tested	88	66	133	118	94
<b>Male</b>					
% Meets or Exceeds State Standards	84	83	85	85	73
% Exceeds State Standards	25	21	14	11	8
Number Tested	61	46	102	100	49
<b>Low Income</b>					
% Meets or Exceeds State Standards	88	80	81	87	78
% Exceeds State Standards	15	14	7	10	4
Number Tested	85	71	159	154	112
<b>Not Low Income</b>					
% Meets or Exceeds State Standards	87	93	87	86	80
% Exceeds State Standards	49	25	21	19	3
Number Tested	64	43	68	64	31
<b>Asian-Pacific Islander</b>					
% Meets or Exceeds State Standards	84	79	63	83	*
% Exceeds State Standards	8	7	16	0	
Number Tested	26	14	18	18	2
<b>Black, Non-Hispanic, Afr. American</b>					
% Meets or Exceeds State Standards	90	82	84	84	75
% Exceeds State Standards	28	18	9	11	1
Number Tested	34	44	88	79	73
<b>Hispanic</b>					
% Meets or Exceeds State Standards	94	84	78	91	82
% Exceeds State Standards	24	16	6	13	7
Number Tested	33	34	98	98	57
<b>White, Non-Hispanic</b>					
% Meets or Exceeds State Standards	84	95	96	86	80
% Exceeds State Standards	46	32	23	27	10
Number Tested	55	20	22	22	10

\* No results available for groups with less than 4 students testing

Subject: Math Grade: 9 Test: EXPLORE

Edition/Publication Year: 02A/2000-2006

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores X Percentiles X

Testing Month: October	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Total Score	20	20	19	20	19	19
Number tested	127	197	208	123	104	271
% of Total Tested	100	100	100	100	100	100
# of Alternative Assessments	0	0	0	0	0	0
% of Alternative Assessments	0	0	0	0	0	0
Subscores:						
<b>Female:</b>	20	20	19	19	20	19
Number Tested	88	121	140	75	57	145
<b>Male</b>	20	20	19	21	19	19
Number Tested	39	75	60	46	45	117
<b>Other*</b>			18	20	19	19
Number Tested	0	0	25	12	11	34
<b>Asian-Pacific Islander</b>	21	21	20	20	19	19
Number Tested	12	29	24	20	12	19
<b>Black, Non Hispanic/ Afr. American</b>	18	19	18	19	18	19
Number Tested	27	49	55	18	30	85
<b>Hispanic</b>	20	19	18	20	20	19
Number Tested	31	73	75	31	36	97
<b>White, Non-Hispanic</b>	20	21	19	20	21	20
Number Tested	40	46	29	40	14	27
<b>National Mean Score</b>	15	15	15	15	15	15
<b>National Standard Deviation</b>	4	4	4	4	4	4

\*Reflects characteristics of students who selected *Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response* categories.

Subject: Reading Grade: 9 Test: EXPLORE

Edition/Publication Year 02A/2000-2006

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

Testing Month: October	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Total Score	19	18	18	19	19	18
Number tested	127	197	208	123	104	271
% of Total Tested	100	100	100	100	100	100
# of Alternative Assessments	0	0	0	0	0	0
% of Alternative Assessments						
Subscores:						
<b>Female</b>	19	18	18	19	19	18
Number Tested	88	121	140	75	57	145
<b>Male</b>	19	19	18	20	19	18
Number Tested	39	75	60	46	45	117
<b>Other*</b>			18	22	20	18
Number Tested	0	0	25	12	11	34
<b>Asian-Pacific Islander</b>	17	17	18	18	16	16
Number Tested	12	29	24	20	12	19
<b>Black, Non Hispanic/ Afr. American</b>	20	18	18	19	20	18
Number Tested	27	49	55	18	30	85
<b>Hispanic</b>	19	18	18	18	19	17
Number Tested	31	73	75	31	36	97
<b>White, Non-Hispanic</b>	20	20	19	21	21	19
Number Tested	40	46	29	40	14	27
<b>National Mean</b>	15	15	15	15	15	15
<b>National Standard Deviation</b>	4	4	4	4	4	4

\*Reflects characteristics of students who selected *Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response* categories.



Subject: Math Grade: 10 Test: PLAN

Edition: 28B/2005-2006; 28A/2004-2005; 27B/2003-2004; 27A/2002-2003; 26B/2001-2002

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores X Percentiles \_\_\_\_\_

Testing Month: October	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Total Score	21	19	21	21	19
Number tested	189	196	136	109	253
% of Total Tested	100	100	100	100	100
Number of Alternative Assessments	0	0	0	0	0
% of Alternative Assessments					
Subscores:					
<b>Female</b>	20	19	20	20	19
Number Tested	121	138	83	63	145
<b>Male</b>	21	20	23	21	19
Number Tested	68	58	51	46	108
<b>Other*</b>			22	21	19
Number Tested	0	0	18	16	33
<b>Asian-Pacific Islander</b>	22	21	22	21	21
Number Tested	30	28	23	13	20
<b>Black, Non Hispanic/Afr. American</b>	20	18	19	20	19
Number Tested	45	60	23	32	83
<b>Hispanic</b>	19	19	21	21	19
Number Tested	69	78	33	35	90
<b>White, Non-Hispanic</b>	22	20	22	22	20
Number Tested	45	30	39	13	25
<b>National Mean</b>	16	16	16	16	16
<b>National Standard Deviation</b>	4	4	4	4	4

\*Reflects characteristics of students who selected *Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response* categories.

Subject: Reading                      Grade: 10                      Test: PLAN

Edition: 28B/2005-2006; 28A/2004-2005; 27B/2003-2004; 27A/2002-2003; 26B/2001-2002

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores X Percentiles \_\_\_\_\_

Testing Month: October	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Total Score	20	19	20	20	19
Number tested	189	196	136	109	253
% of Total Tested	100	100	100	100	100
Number of Alternative Assessments	0	0	0	0	0
% of Alternative Assessments					
Subscores:					
<b>Female</b>	20	19	20	20	20
Number Tested	121	138	83	63	145
<b>Male</b>	20	20	20	20	19
Number Tested	68	58	51	46	108
<b>Other*</b>			22	23	21
Number Tested	0	0	18	16	33
<b>Asian-Pacific Islander</b>	18	21	20	19	18
Number Tested	30	28	23	13	20
<b>Black, Non Hispanic/Afr. American</b>	21	18	20	19	19
Number Tested	45	60	23	32	83
<b>Hispanic</b>	19	20	20	19	19
Number Tested	69	78	33	35	90
<b>White, Non-Hispanic</b>	21	20	22	22	21
Number Tested	45	30	39	13	25
<b>National Mean</b>	16	16	16	16	16
<b>National Standard Deviation</b>	5	5	5	5	5

\*Reflects characteristics of students who selected *Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response* categories.

Subject: Math Grade: 10-12 Test: ACT

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores X Percentiles \_\_\_\_

Reflects characteristics of students who took ACT assessment during sophomore, junior or senior year and who graduated in the years provided below.

Graduation Year	2005	2004	2003	2002
Total Score	23	22	21	20
Number tested	115	241	226	150
Subscores:				
<b>Female</b>	22	21	20	20
Number Tested	65	136	123	96
<b>Male</b>	24	22	22	20
Number Tested	50	102	99	54
<b>Other* (no scores available)</b>				
Number Tested	8	38	44	14
<b>Asian-Pacific Islander</b>	25	25	21	24
Number Tested	16	18	15	3
<b>Black, Non Hispanic/Afr. American</b>	21	21	21	19
Number Tested	39	81	65	71
<b>Hispanic</b>	24	20	21	20
Number Tested	33	75	93	56
<b>White, Non-Hispanic</b>	26	23	24	22
Number Tested	19	29	9	6
<b>National Mean</b>	21	21	21	21
<b>National Standard Deviation</b>	5	5	5	5
*Reflects characteristics of students who selected <i>Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response</i> categories.				

Subject: Reading Grade: 10-12 Test: ACT

Publisher: ACT, Inc.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores X Percentiles \_\_\_\_

Reflects characteristics of students who took ACT assessment during sophomore, junior or senior year and who graduated in the years provided below.

Year of Graduation	2005	2004	2003	2002
Total Score	24	23	23	21
Number tested	115	241	226	150
Subscores:				
<b>Female</b>	24	23	23	21
Number Tested	65	136	123	96
<b>Male</b>	24	23	22	22
Number Tested	50	102	99	54
<b>Other* (no scores available)</b>				
Number Tested	8	38	44	14
<b>Asian-Pacific Islander</b>	22	22	23	27
Number Tested	16	18	15	3
<b>Black, Non Hispanic/Afr. American</b>	24	22	23	21
Number Tested	39	81	65	71
<b>Hispanic</b>	27	22	22	20
Number Tested	33	75	93	56
<b>White, Non-Hispanic</b>	25	25	25	24
Number Tested	19	29	9	6
<b>National Mean</b>	21	21	21	21
<b>National Standard Deviation</b>	6	6	6	6
*Reflects characteristics of students who selected <i>Am Indian, Alaskan NTV, Other, Multiracial, Prefer Not to Respond and No Response</i> categories.				