

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Ellen Clare Estrada

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

Official School Name Walter Payton College Preparatory High School

(As it should appear in the official records)

School Mailing Address 1034 N. Wells

(If address is P.O. Box, also include street address.)

Chicago

Illinois

60610-2551

City

State

Zip Code+4(9 digits total)

County Cook

State School Code Number* District 299

Telephone (773) 534-0044

Fax (773) 534-0035

Web site/URL www,wpcp.org

E-mail ecestrada@cps.edu

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 Mr. Arne Duncan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chicago Public Schools

Tel. (773) 553-1600

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. Rufus Williams

(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: 365 Elementary schools
 18 Middle schools
 0 Junior High Schools
 116 High schools
 56 Other
 555 TOTAL
2. District Per Pupil Expenditure: 10409
 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
 Suburban
 Small city or town in a rural area
 Rural
4. 2 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			0
K			0	8			0
1			0	9	101	158	259
2			0	10	69	94	163
3			0	11	97	119	216
4			0	12	113	139	252
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							890

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 17 | % Asian or Pacific Islander |
| 23 | % Black or African American |
| 22 | % Hispanic or Latino |
| 38 | % 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 year 0 %

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	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	889
(5)	Total transferred students in row (3) divided by total students in row (4)	0.00
(6)	Amount in row (5) multiplied by 100	0

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

Number of languages represented: 2
Specify languages: Mandarin Chinese, Spanish

9. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 252

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: $\frac{6}{53}$ %
 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.

18	Autism	0	Orthopedic Impairment
	Deafness	0	Other Health Impairment
0	Deaf-Blindness	20	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	11	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)	5	0
Classroom teachers	52	6
Special resource teachers/specialists	6	0
Paraprofessionals	8	0
Support Staff	6	0
Total number	77	6

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 $\frac{17}{1}$: 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	94 %	93 %	95 %
Daily teacher attendance	97 %	96 %	95 %	97 %	98 %
Teacher turnover rate	10 %	15 %	10 %	6 %	7 %
Student drop out rate (middle/high)	2 %	4 %	3 %	2 %	5 %
Student drop-off rate (high school)	2 %	4 %	3 %	2 %	5 %

Please provide all explanations below

Payton has very few transfers or drop-outs due to our selective enrollment process.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	187	
Enrolled in a 4-year college or university	97	%
Enrolled in a community college	2	%
Enrolled in vocational training	0	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Walter Payton College Prep's vision is to give all students rigorous academic and experiential education that prepares them to be leaders in their communities, in Chicago, in our nation and in the world beyond. In this way, our students will be prepared to take an active role in determining America's role in the community of nations in the 21st century. Payton College is an internationally recognized math, science, and world language academy recently ranked #46 in the country, by US NEWS. The advanced technological design of the school features smart desks with laptops for classroom use, a planetarium, a video conference lab, computer labs, and a computer center for reading, writing and research. All core classes are taught at the honors and advanced placement levels. Through a combination of high academic standards and the use of innovative teaching strategies and technologies, Payton provides all students the opportunity to excel.

An integral part of the Payton experience is helping students make meaningful connections with Chicago's museums and cultural institutions. Payton's diverse and multi-cultural staff (recruited from throughout the United States and abroad) is committed to helping students fulfill their roles as citizens of a global society. Since its inception, Payton has maintained a student body that is economically, geographically and racially diverse. Intellectual inquiry and innovation is further stimulated by the weekly seminar program which covers topics that range from 'The Zulu Language and Culture' to 'Latin Dancing' and 'Entrepreneurship.' Payton's seminar program motivates students to learn independently. Students have the opportunity to study subjects outside of the curriculum offered in most high schools. This study is intended to be more in depth, and students have control over choosing which seminar they take.

Beyond the classroom, Payton students are provided the opportunity to develop cross-cultural competencies through international exchanges and from an array of global visitors who are welcomed into classrooms. Payton is designated as an Illinois International High School and destinations for student trips include: Chile, China, France, Germany, Hungary, Italy, Mali, Morocco, Japan, Switzerland, and South Africa. Our students and faculty meet their international peers prior to the actual travel in our Distance Learning Lab. This technology has become a model for international travel protocol throughout Chicago Public Schools, and Payton was awarded the national DAWN (Developing Awareness for World Need) Project earlier this year to help other schools create international studies programs. Payton is also the 2007 recipient of the Goldman Sachs Excellence in Education Award, an award given to one high school in the United States for its commitment to global education. Essential to leadership is balance, and our students strive for that balance by being student-athletes, actors, and musicians. Payton offers a full roster of inter-scholastic athletic and academic teams, clubs and organizations. Our Debate Team won the National Fuqua Tournament in 2007 and the Math Team won the state championship for the fourth year in a row. In sports, the Football, Girls Softball, and Boys 16' Softball Teams are Conference Champs. The Girls Golf Team and Girls Volleyball Team are City Champs and the Girls Softball and Soccer Teams are State Regional Champs. This spring, our choir will travel with four other schools from across that nation to China to perform in the Opening Ceremonies for the summer Olympics in Beijing. The Confucius Institute at Payton is helping to facilitate this trip; the Institute offers professional development for educators and language and cultural classes for the community (Payton is the only high school in the world to house a Confucius Institute).

Through our curriculum, extra-curriculars, and with our partnerships, both local and international, Walter Payton College Prep. fosters creativity, encourages integrity and the appreciation for diversity, and challenges students to surpass their own standards by providing them with a global education that truly nurtures leaders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the period 2003-2007, the percentage of students school-wide either meeting or exceeding state standards in E increased steadily from 95% to 98%, while the corresponding percentage for mathematics increased from 93% to 99.6%. In mathematics, similar gains were seen among each reported subgroup (African-American, Latino, Asian, and students receiving Free or Reduced Lunch, all of which were at 97.8% or higher in 2007), while in reading, similar gains were seen among each reported subgroup except African-American students, who tested at 95.7% \pm 5.0% in 2003 and at 87% \pm 10% in 2007. In both mathematics and composite scores, the percent of students exceeding state standards has also increased, from 10.3% in 2003 to 36.9% in 2007 (for mathematics) and from 15.5% to 35.5% (composite).

These improvements have been due in substantial part to a series of interventions put in place to address a population of students'predominantly (but not entirely) low-income African-American who needed extra support to meet the curricular requirements of an all Honors and AP curriculum. These interventions include a seminar for struggling students; subject-specific seminars for students having difficulty in math, English, and science; 'open tutoring' sessions offered by each department; individual tutoring through a partnership with the Harvard Club of Chicago; and afterschool ACT preparation. Even among subgroups, then, we have seen substantial improvements: from 83.6% to 90.6% of African-American students meeting or exceeding state composite standards, and from 84% to 98% of African-American students meeting or exceeding state math standards, for example. These gains show that our next goal should be narrowing the gap in the percentage of students who exceed state standards: in 2003, 9.3% of African-American students and 9.4% of students receiving free or reduced lunch exceeded composite standards (compared to 15.5 of the student population), while in 2007, 11.6% of African-American students and 21.1% exceeded those standards, compared to 35.5% of the general population. Many departments are discussing ways to increase subgroups' enrollment in AP and elective offerings which would push these students to that highest academic level, and they are encouraging them to enroll in summer academic programs intended for enrichment and extra challenges. One worrisome drop is this past year's slip in the percentage of students exceeding state standards in reading, both among the student population as a whole and particularly among African-Americans and students receiving free or reduced lunch. However, the combined meeting+exceeding percentage for each population showed no decrease: it either increased (for students receiving free or reduced lunch) or showed no statistically significant change (African-Americans and general population). These results may show that we need to shift our focus from ensuring minimum proficiency to developing maximum proficiency.

ACT scores overall show consistent gains over the first two years followed by essentially level scores in the 25.5-27 range for the last three years. In a school of 150-250 students per class, differences of less than 0.5 point are probably not statistically significant. Of more concern are the consistently lower subgroup scores, by about 2-3 points for African-American students, Hispanic students, and students receiving Free or Reduced lunch. Those numbers have improved over the last five years. Efforts to improve performance include after-school ACT preparation, inclusion of multiple-choice items in course assessments and classwork, and individual tutoring offered by teachers, students, and outside volunteers (the Harvard Club of Chicago).

In 2003 and 2004, few if any students were tested with accommodations; in those years, some of the lowest-scoring students were not students with disabilities who would have received accommodations. Therefore, the test-score impact of including those students with the general population is hard to measure. In 2007, for example, the mean for the entire school was 26.5, while the mean for students without accommodations was 26.7. It seems unlikely that giving students accommodations in 2005-2007 greatly affected test scores.

2. Using Assessment Results

Assessment data are used both to modify school and teacher practice, as well as to address the needs of individual students and subgroups. Assessment data are distributed at faculty meetings

in which our primary focus is to identify areas of concern and develop consensus about school-wide priorities. Assessment data are also used in design and implementation of our School Improvement Plan for Advancing Academic Achievement (SIPAAA), which is used to generate our budget and allocate staff positions. Assessment data are shared with department chairs, who meet regularly with departments to discuss and tailor curriculum and instruction.

In addition, data from national, state, local, and our own assessments are used throughout our high school population to meet the needs of individual students and subgroups. Data from PLAN and EXPLORE tests (ACT precursors) are used to identify students who could benefit from tutoring or course work in specific disciplines. Individual students' performance in core classes is used to identify students who need extra tutoring (whether in formal peer tutoring programs, from teachers either one-on-one or in small groups, or with volunteers from the Harvard club of Chicago). Departments have designed placement tests to assign incoming ninth graders to appropriate (challenging but manageable) classes. Similar tests, in conjunction with grades in high school classes, are used to identify upper-level students who could be successful in AP classes. Payton's mathematics assessment for incoming freshmen has been so successful that it is now used as a model for a citywide Algebra I exam for all students entering Chicago public high schools, currently being developed with the help of our math department chair.

3. Communicating Assessment Results

School-wide performance and assessment results are communicated on our school's website, in departmental newsletters distributed at twice-yearly parent-teacher conferences, and during town meetings. Those data are also included as part of the SIPAAA, which is available on our school's website.

In addition to these 'broadcasts', test and performance data are communicated frequently in the context of individual classes and parent-teacher or student-teacher meetings. Grades and formal progress reports are distributed to students and families eight times yearly; teachers use Edline software to make detailed reports of students' grades available to students and families via a secure website. Students make placement decisions after one-on-one conferences with their teachers, and incoming students receive individualized letters about their placement results. Results from EXPLORE (9th grade), PLAN (10th and 11th grade) and PSAT (10th and 11th grade) tests are distributed to students in advisory, when they have the opportunity to discuss their results with their advisory teachers.

Parents often visit the school to meet with teachers individually, and are formally invited for three events: a curriculum night in late September or early October, and parent-teacher conferences after the 10th and 30th weeks of school. During curriculum night, parents visit each class on their students' schedules and receive information about course goals and alignment with assessment standards. During parent-teacher conferences, parents have access to detailed grade reports and can discuss trends, strengths, and areas in which their students need improvement.

4. Sharing Success:

At Payton, students build the core of our success. Every summer, PALs (Peer Advisory Leader) introduce the incoming freshmen to Payton. These student leaders help their younger peers transition into high school through team building and study skills sessions, and the program now serves as a model for Chicago public high school freshmen orientations. Payton students also tutor at local elementary schools in order to raise student achievement levels and to help more students qualify for admission into a selective enrollment high school; Payton is one of eight such schools. Earlier this month, our Model United Nations students hosted a UN simulation on climate change, attended by students from fifteen other Chicago public schools, and we were honored to host the UN Secretary General, Ban Ki-Moon, Ambassador Lures, and Chicago's Mayor Daley.

Payton promotes its global education program through its partnerships with Sister Cities, and most recently with Goldman Sachs. As last year's recipient of their Excellence in Education Award, Payton is helping to establish a team of school leaders to enhance international studies with Chicago public schools. Essential to Payton's international program is the use of technology. Our Distance Learning Lab connects our classrooms with schools in South Africa, China, and Morocco, among other locations, and these ties remain strong through student exchanges, virtual and real. In January of this year, Payton was awarded the national DAWN Project. Through DAWN, we'll expand distance learning within our own curricula, and introduce this technology to other schools.

Payton houses a Confucius Institute, which offers language and cultural courses to our students

and staff, as well as other Chicagoland schools and community members. Payton has the distinction of being the only high school in the world to house a Confucius Institute, and this year, our Confucius Institute was recognized as the top Institute in the world.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Payton's rigorous curriculum strives to challenge, inspire, and prepare our students to become leaders. To this end, all Walter Payton College Prep courses are taught at the Honors and Advanced Placement levels. Students have 17 AP courses from which to choose. Within our brief eight year history, we have offered 27 of the available AP courses.

The math core curriculum sequence starts with Algebra, Geometry, Trigonometry, and Pre-Calculus, followed by AP Calculus (AB and BC) and/or AP Statistics. Students learn that justification is essential in the cycle of studying mathematics (investigate, conjecture, generalize, prove) and this approach is built upon in subsequent courses. The majority of students begin in Geometry or Algebra 2, allowing them to take a minimum of one advanced placement course. Notably, upperclassmen may also take more than one math class concurrently, including advanced and college-level courses such as Non-Euclidean Geometry and Analysis and Kaleidoscope Advanced Mathematics. Current technology, such as the TI Nspire, is also an important facet in raising the level of discourse in math classrooms at Payton.

In biology, chemistry and physics, core science courses, students acquire an appreciation for the wonders of the natural world through hands-on experiences, an intellectual hunger for knowledge through the process of scientific inquiry. Science courses require students to employ analytical, critical-thinking, and communication skills. Furthermore, Payton's partnerships with research laboratories such as those at DePaul University, Northwestern University, the University of Chicago, Rush University Medical Center and Fermi National Accelerator Laboratory along with Temple University, the National Institutes of Health and the Technical University of Dresden, Germany provide students with more opportunities to investigate and inquire.

Payton's core English curriculum emphasizes global awareness, involvement and leadership. Students apply methods of comparative analysis to examine texts and these studies highlight the individual's relationship with society, encouraging students to connect to their global responsibility. Students also gain an appreciation of writing as a deliberate craft, analyze modes of discourse, and create original writing. The English Department also manages Payton Players, the drama club, which produces at least two full productions per year as well as smaller student-directed projects. Payton Players offers workshops with guest artists, outings to professional theatres, and seminars in theatre arts.

The art department believes that students create thoughtful, conceptual works of art when they draw upon information learned in the sciences, literature, and history. Art students are required to incorporate research via technology such as distance learning and the internet, and text and images available in books, prints, slides, and digital media. In addition to traditional visual arts media, all students learn photography and video techniques, along with design and presentation software.

In the social sciences courses, students achieve a global perspective through their studies of history, anthropology, geography, and politics. Today's students must be able to understand how cultural, political, and economic forces of the past have shaped and continue to influence our contemporary world. Our students learn to identify, describe and contextualize key events in world, U.S., and local history; effectively employ various methods of social science and historical analysis; and critically evaluate different interpretations of historical and contemporary events.

Payton's World Languages (Chinese, French, Japanese, Latin, and Spanish) focus on the four core skills of language acquisition (listening, speaking, reading and writing), as well as the five language competencies (communication, culture, connections, community, comparisons). Authentic instructional strategies, including dual-language instruction and travel to target language countries enable students to make life-altering linguistic and cultural connections. Students also use a variety of supplementary materials, such as authentic recordings and video, interactive internet activities, journalism and literature from the target language countries, and video-conference with communities around the world.

Students also participate in various language competitions at the local and national level to demonstrate their proficiency and to practice in the target language, keys to language acquisition.

2a. (Elementary Schools) Reading:

2b. (Secondary Schools) English:

The core of Walter Payton's English curriculum stresses the importance of global awareness and involvement as well as leadership. Using global literature that spans from early human cultures to contemporary authors, our English Curriculum challenges students to apply methods of comparative analysis to examine texts. Text studies highlight the individual's relationship with his or her society and its power structures as well as encourage students to realize and connect to their global responsibility. All English classes are taught at an honors level or above (Advanced Placement) and all curricula are aligned with the Illinois State Goals in English/Language Arts. Our English teachers strive to create classrooms that foster creativity and empower students to be citizens of the world. In addition to the study of literature, students gain an appreciation of writing as a deliberate craft. Students analyze modes of discourse as well as create original writing.

English teachers work with students who are reading and/or writing below grade level within our structured tutoring program. Students make appointments to meet with teachers either after school or during lunch periods. Tutoring activities are structured to meet the individual needs of the students. Tutoring helps students hone the skills necessary to succeed in an honors level classroom. Teachers also encourage the writing of multiple drafts of essays. Teachers meet with students prior to paper deadlines as well as after reviewing first or second drafts.

Payton English teachers also have the unique opportunity to collaborate with our special education program. Special education teachers work with English teachers in the classroom to enable our students with special needs to work in the least restrictive environment. Teachers collaborate in the classroom as well as in the planning process to ensure that all students are being challenged and supported as necessary.

3. Additional Curriculum Area:

The strongest mathematics students in the city attend our school, and our mission is to support and prepare these students, creating an enriched environment that challenges these students. Payton also serves students with special needs and we strive to provide inclusivity to benefit the entire student body.

One way we meet this need is by offering advanced electives simply not available at other schools. Our Non-Euclidean Geometry course explores the development of hyperbolic and elliptical geometry, with an emphasis in proof and problem solving. Analysis is college level course (typically offered to Math majors after Calculus) that is based in the 'Moore Method' where students are given the axioms of the subject and with guidance from the instructor develop their own proofs of the major theorems.

To continue to increase the enrollment in our most advanced classes, we also offer a summer course to incoming freshman in Algebra 1. This past summer we doubled the number of students taking the course over previous years, which will enable us to increase the percentage of freshmen who will reach Calculus by their senior year to its highest level yet.

Our advanced course offerings have motivated our students and they are prepared to do more mathematics over the summer. For example, the majority of students in the University of Chicago's Young Scholars Program in Mathematics (16 of 30) came from Payton. We also had students who participated in the highly regarded math program at Hampshire College, PROMYS (the Boston program in number theory), and MS² (minority students at Phillips Academy). This also extends to extra-curricular mathematics-Payton has won a state championship in math the past four years. Overall, through rigorous and experiential

curricula, we provide a solid foundation on which we nurture our students to become leaders.

4. Instructional Methods:

Students at Walter Payton have a variety of educational backgrounds and interests. All students however, are not prepared to the same extent. Teachers create student-centered experiences where all students work together in order to share skills and assist each other as they encounter challenges. Differences in learning styles are addressed as students have the opportunity to express themselves artistically, verbally, kinesthetically, and dramatically. Every department involves their students in project-based learning and evaluates student progress using authentic assessments. Students learn about group dynamics so that they experience successful classwide discussions and projects. Groups are structured so that students with different learning styles and backgrounds have the opportunity to benefit from each others' experiences and viewpoints. Even a detail such as seating is crucial in maintaining active learning.

Additionally, problem-solving based curriculum is the norm at Payton and students can be found exploring solutions in Math and Science as well as English and Social Studies. In fact, determining how to ascend the climbing wall in Adventure Education is a challenge that students completely enjoy. Evidence of involvement in data collection and analysis is commonly captured in photographs of Payton students as they ponder problems during class and in after school tutoring sessions. Our Distance Learning Lab also allows teachers to provide a deeper and richer context for material. By connecting with museums, cultural institutions, and universities around the world, an authentic learning environment is created.

5. Professional Development:

Effective professional development inspires, motivates, and challenges educators so they can do the same for students. Payton's Professional Development Committee designs professional development around guiding questions: How do we reach all our students? What can we do to improve instruction so that our students learn more?

This year, a number of our teachers are piloting PC Tablets, and the increased resources the tablets bring encourage more student inquiry. Lessons have become more student-centered in that student work can be uploaded immediately and included in daily notes. Instructors email this information to students, and share this information with colleagues, improving common planning sessions and overall teacher effectiveness.

The Payton math department participates in Lesson Study, a structure for teachers to regularly observe their peers, discuss practice, create common assessments, reflect, and revise lessons. This process ensures that school-based criteria guides our practice and that we are meeting the needs of our current students. Additionally, seven Payton teachers are pursuing National Board Certification in which they consistently evaluate and revise their instruction to improve student achievement as part of their portfolio submissions.

The English Department works with students on all their writing assignments in our Writing Center. Teachers document skills addressed, student progress, and regularly share this data with all departments so that future instruction may address those needs.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 11 Test Prairie State Achievement Exam

Edition/Publication Year Annual Publisher ACT

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	96	93	94	93
% "Exceeding" State Standards	37	27	28	26	10
Number of students tested	241	187	143	145	272
Percent of total students tested	98	96	96	95	99
Number of students alternatively assessed	15	7	10	3	0
Percent of students alternatively assessed	6	4	7	2	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard	98	97	83	91	84
% "Exceeding" State Standards	13	8	13	17	5
Number of students tested	46	37	40	42	75
2. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		100
% "Exceeding" State Standards	24	60	13		79
Number of students tested	29	15	13	6	19
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	95	100	98	95
% "Exceeding" State Standards	27	38	44	32	11
Number of students tested	41	42	32	41	91
4. Receiving Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	95	90	94	87
% "Exceeding" State Standards	22	39	26	25	15
Number of students tested	79	57	38	49	85

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98	95	95	90
% "Exceeding" State Standards	40	46	51	32	22
Number of students tested	241	187	143	145	272
Percent of total students tested	98	96	96	95	99
Number of students alternatively assessed	15	7	10	3	0
Percent of students alternatively assessed	6	4	7	2	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard	87	91	88	100	96
% "Exceeding" State Standards	15	45	38	19	16
Number of students tested	46	37	40	42	75
2. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	93	100		79
% "Exceeding" State Standards	24	60	62		11
Number of students tested	29	15	13	6	19
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	95	100	98	95
% "Exceeding" State Standards	27	36	44	32	11
Number of students tested	41	42	32	41	91
4. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	95	90	94	87
% "Exceeding" State Standards	22	39	26	25	15
Number of students tested	79	57	38	49	85

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 11 Test ACT

Edition/Publication Year Annual Publisher ACT

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	27	26	26	25	24
Number of students tested	246	188	147	151	274
Percent of total students tested	100	96	99	99	98
Number of students alternatively assessed	15	7	10	3	0
Percent of students alternatively assessed	6	4	7	2	0
SUBGROUP SCORES					
1. African-american	24	24	23	23	22
Number of students tested	46	38	23	47	75
2. Asian	28	26	23		26
Number of students tested	29	15	23	6	19
3. Hispanic	24	24	24	25	22
Number of students tested	46	42	33	25	91
4. Free or Reduced Lunch	25	24	22	24	23
Number of students tested	84	58	42	50	85

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		21	21	21	21
NATIONAL STANDARD DEVIATIO		5	5	5	5

Subject Reading (E) Grade 11 Test ACT

Edition/Publication Year Annual Publisher ACT

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	27	26	27	26	24
Number of students tested	246	188	147	151	274
Percent of total students tested	100	96	99	99	98
Number of students alternatively assessed	15	7	10	3	0
Percent of students alternatively assessed	6	4	7	2	0
SUBGROUP SCORES					
1. African-american	24	26	25	25	22
Number of students tested	46	38	25	47	75
2. Asian	25	27	25		21
Number of students tested	29	15	25	6	19
3. Hispanic	25	25	26	26	23
Number of students tested	46	42	33	26	91
4. Free or Reduced Lunch	24	25	24	25	22
Number of students tested	84	58	42	50	85

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		21	21	20	20
NATIONAL STANDARD DEVIATIO		6	6	6	6