

# 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 Mr. Michael Nathan Shapiro

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

Official School Name Alan B. Shepard Middle School

(As it should appear in the official records)

School Mailing Address 440 Grove Place

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

Deerfield

Illinois

60015-4299

City

State

Zip Code+4(9 digits total)

County Cook

State School Code Number\* 340491090021005

Telephone (847) 948-0620

Fax (847) 948-8589

Web site/URL http://www.dps109.org/School.asp?sch E-mail mshapiro@dps109.org

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

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Dr. Renee Goier

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

District Name Deerfield Public Schools District 109

Tel. (847) 945-1844

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 Mrs. Ellen London

(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

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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: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 2 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 0 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 11948  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 11653

### 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. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 17 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     | 99         | 79           | 178         |
| K  |            |              | 0           | 8     | 103        | 80           | 183         |
| 1  |            |              | 0           | 9     |            |              | 0           |
| 2  |            |              | 0           | 10    |            |              | 0           |
| 3  |            |              | 0           | 11    |            |              | 0           |
| 4  |            |              | 0           | 12    |            |              | 0           |
| 5  |            |              | 0           | Other |            |              | 0           |
| 6  | 100        | 77           | 177         |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | <b>538</b>  |

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 93 | % 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.

|              |  |      |
|--------------|--|------|
| <b>( 1 )</b> | Number of students who transferred to the school after October 1 until the end of the year   | 0    |
| <b>( 2 )</b> | Number of students who transferred from the school after October 1 until the end of the year | 4    |
| <b>( 3 )</b> | Total of all transferred students [sum of rows (1) and (2)]                                  | 4    |
| <b>( 4 )</b> | Total number of students in the school as of October 1                                       | 538  |
| <b>( 5 )</b> | Total transferred students in row (3) divided by total students in row (4)                   | 0.01 |
| <b>( 6 )</b> | Amount in row (5) multiplied by 100  | 0    |

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

Number of languages represented: 2

Specify languages: Japanese, Spanish

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 4

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: 16 %  
84 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>2</u> | Autism                | <u>0</u>  | Orthopedic Impairment                 |
| <u>0</u> | Deafness              | <u>21</u> | Other Health Impairment               |
| <u>0</u> | Deaf-Blindness        | <u>43</u> | Specific Learning Disability          |
| <u>9</u> | Emotional Disturbance | <u>9</u>  | Speech or Language Impairment         |
| <u>0</u> | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                |
| <u>0</u> | Mental Retardation    | <u>0</u>  | Visual Impairment Including Blindness |
| <u>0</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>         | <u>0</u>         |
| Classroom teachers                    | <u>35</u>        | <u>2</u>         |
| Special resource teachers/specialists | <u>22</u>        | <u>5</u>         |
| Paraprofessionals                     | <u>8</u>         | <u>0</u>         |
| Support Staff                         | <u>3</u>         | <u>0</u>         |
| Total number                          | <u>71</u>        | <u>7</u>         |

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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            | 97 %      | 94 %      | 96 %      | 97 %      | 97 %      |
| Daily teacher attendance            | 98 %      | 97 %      | 97 %      | 98 %      | 97 %      |
| Teacher turnover rate               | 3 %       | 4 %       | 4 %       | 3 %       | 1 %       |
| Student drop out rate (middle/high) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |

Please provide all explanations below

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

## PART III - SUMMARY

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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.

'Excellence is contagious' reads a small sign on the door of the main office of Alan B. Shepard Middle School. While the sign is small in size, its' substantial message pervades the daily endeavors of the students and staff at Shepard. A tremendous sense of pride permeates the building. The staff is proud of themselves and proud of the students. The students are proud to be at Shepard, and the parents are proud that their children attend Shepard. This pride manifests itself on a daily basis, in informal conversations between staff members, in the way the students and staff treat one other, and in the way new staff, students, and families are welcomed into the Shepard family. This community has extraordinarily high expectations of all who function within it and they believe that the accomplishment of any individual is a reflection of the excellence of all.

Alan B. Shepard Middle School ensures the continuity of instruction by working in tandem with the District No. 109 curriculum department. A rigorous, standards-based curriculum is tailored to meet the unique needs of the student population while promoting innovative programs. Shepard's team structure allows for sharing of information to promote effective teaching and to enhance learning. Staff members maintain current skills and competencies by participating in professional growth opportunities provided by the District. In addition, teachers independently select course work at colleges and universities and participate in professional workshops and seminars to further enhance their knowledge base.

Over the past year and a half, District 109 has begun a Self-Directed Learning (SDL) initiative, which has forged strong roots at Shepard. The tenets of self-directed learning foster independence in students, challenge the notions of fixed intelligence, and place effort and self-advocacy at the heart of success. Shepard has a very strong SDL leadership team that has engaged the staff in highly productive self-directed learning activities at in-service days and staff meetings. While the initiative is being rolled out over three to five years, there have been many early successes. Student-led conferences with parents, along with portfolio presentation, have been in place for several years at Shepard. However, under the auspices of self-directed learning, that process has gained renewed vigor. Under the guidance of homeroom teachers, students are using the SMART Goal process to underscore the affect that their effort and meta-cognition have on their academic growth. As a direct follow-up to the student-led conference, students wrote what would be the seeds of their SMART goals, with their parents in attendance. Already proud of our past successes, we believe that Self Directed Learning can be one of the building blocks for ongoing renewal and continual growth at Shepard.

Shepard benefits from an extraordinarily supportive parent community. Through the Parent Teacher Student Organization (PTSO) and Parent Advisory Committee (PAC), parents have the opportunity to directly impact the breadth of teaching and learning at Shepard. Through fund-raising, the PTSO has provided the school with outstanding resources such as built-in LCD projectors and document cameras. These tools have been utilized by teachers in such innovative lessons as using Skype software to video-conference with a U.S. soldier in Iraq and an engineer at NASA, interview a Chicago Tribune editor about her job using blogged questions, and giving students the opportunity to peer-teach using lessons they themselves have created with audio-visual components.

A popular phrase in education today is, 'All children can learn.' At Shepard Middle School, we believe that not only can all children learn, but that with the proper environment, encouragement, effort, and self-advocacy, all children can excel.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Historically, students at Shepard Middle School have achieved at very high levels on all standardized tests. The Illinois Standard Achievement Test (ISAT) is administered annually to assess achievement in reading, mathematics, writing, and science. Only students in 8th grade were given the test at the middle school level prior to the 2005-2006 academic year. Consequently, longitudinal trend data on the performance levels of 6th and 7th graders is unavailable. 7th grade students have taken an achievement test in science since 1999. Students in 6th and 7th grade began taking the ISAT in reading and math in March of the 2005-2006 school year. A writing test was re-introduced at the 8th grade level beginning in 2006-2007 and will be introduced at the 6th grade level this year during March, 2008 testing. Achievement on the ISATs is reported according to four performance indicators: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. Due to Shepard Middle School's historically strong performance in the ISAT tests, School Improvement Planning focuses on the small percentage of students not meeting standards in reading and mathematics, as well as moving more students from the Meets range of achievement, into the Exceeds range of achievement.

Since reliable trend data on the performance of 6th and 7th grade students is still several years away, it is most prudent to examine the data on the performance of 8th grade students in reading and math. Performance in reading rose steadily from 88% of students meeting or exceeding standards on the 2003 test, to 99% of students meeting or exceeding on both the 2006 and 2007 tests. In disaggregating the data, teachers noted strong performance on the Extended-Response item, with 84% of students scoring a 3 or 4. We attribute this to the ongoing use of reader response prompts not only in language arts instruction, but in other content areas such as social studies and science.

In mathematics, a dip to 85% of students meeting or exceeding on the 2005 test interrupted an otherwise steady growth trend from 81% meeting or exceeding in 2003 to 99% of students meeting or exceeding in 2007. Performance on the Extended-Response math item was noteworthy, with between 85% and 94% of students scoring a 3 or a 4 in mathematical knowledge, strategic knowledge, and explanation. Teachers attribute this strong performance to the emphasis in the classroom on students writing about their mathematical thinking. Shepard's only statistically relevant subgroup is students with IEPs. While a disparity has always existed between the performance of students with IEPs and non-IEP students in both reading and mathematics, that gap has narrowed over the course of the last five years. On the 2003 ISAT, 57% of students with IEPs met or exceeded standards in reading as compared to 96% of non-IEP students for a difference of 39%. In math, 47% of IEP students met or exceeded as compared to 91% of non-IEP students for a difference of 44%. On the 2007 test, those gaps narrowed to a negligible margin of 3% (97 IEP, 100 non-IEP) in reading, and 2% (97 to 99) in mathematics.

While Shepard teachers continue to develop local assessments in the content areas, we have begun to utilize the Fountas & Pinnell Benchmark Assessment System to provide us with further data in the areas of reading comprehension and fluency. We will use this data in conjunction with ISAT data to determine areas of student need.

Information on the Illinois Standard Achievement Test can be found at [www.isbe.net](http://www.isbe.net).

### 2. Using Assessment Results:

As Shepard Middle School strives to implement a student needs-based, data driven decision making framework, we use assessment data as the cornerstone of that process. From individual to group-based problem solving, assessment data provides the foundation for identifying students with needs at both the accelerated and remedial level. As we begin to plan for the implementation of Response to Intervention, the focus on data will be instrumental in tracking progress and measuring success. Staff members have developed local assessments to augment ISAT data in order to provide more data points with which to measure student progress.

As a high achieving school, we have identified two groups of students whose progress we

particularly wish to monitor. The small number of Shepard students who do not meet state standards in reading and mathematics garner much of the school improvement focus. Yet we also emphasize the desire to move more students from the Meets Standards category of achievement, to the Exceeds Standards category. Using previous year's ISAT data as a reference point, teacher teams identify their current students who did not meet standards and compare their performance on daily assignments and local assessments. They are then able to use that comparison to guide their instruction toward meeting the needs of these students. At the same time, teams have identified students who came within 5 scale score points of exceeding state standards last year and examined their in-class performance this year to determine in which areas they could challenge those students in order to help them exceed standards. Finally, our most prevalent use of data is to monitor progress of all students. While achievement on standardized tests is important, Shepard Middle School emphasizes the value of continual growth. Consequently, we use data to monitor student progress in all curricular areas, not only over the course of a school year, but over the course of a student's academic career at Shepard.

### **3. Communicating Assessment Results:**

The Shepard Middle School staff believes strongly in the vitality of the partnership between teachers and parents as a necessary component of student success. To that end, Shepard teachers take pride in fostering open communication with parents and members of the community. In addition to sharing individual assessment results through student-led conferences, progress reports, and quarterly report cards, school-wide data is shared through monthly newsletters and via the school website.

As students progress through middle school, the amount of information they share with parents ebbs. Consequently, teachers at Shepard initiate interventions such as Binder Reminder signing, Homework Checkout, and weekly email communication with parents. These interventions are scaffolded for students and parents based on need, and add a dimension of communicating assessment results that goes beyond official progress reports and report cards.

Annual ISAT results are reported at the earliest possible Board of Education meeting and are then published on the District 109 website, as well as in the local newspaper. Results are shared with staff during a staff meeting in which we celebrate our successes as well as focus on potential areas of improvement. In addition to publication, assessment results are shared with parents at our two established parent bodies, the Parent Teacher Student Organization and the Parent Advisory Committee. Parents are then invited to serve on the School Improvement Planning Committee.

### **4. Sharing Success:**

As District 109 grows into the Professional Learning Community model, sharing across buildings is vital to ongoing renewal and growth. Shepard Middle School shares its successes with other schools in District 109 through department meetings, district coaching sessions, and administrative team meetings. Many Shepard staff members serve on various district-level committees including language arts, math, differentiation, foreign language, assessment, self-directed learning, staff development, and technology. Through district committees, Shepard teachers and administrators have the opportunity to learn from colleagues and share our successes in various areas of instruction, curriculum, and assessment. Committee members also present information at team meetings and staff meetings, which fosters the sharing of successes within the building, as well.

The district administrative team meets regularly and the district coaching team meets once a month. These team meetings provide opportunities for school and district leaders to share information regarding activities and programs successfully implemented by staff to assess and improve student learning. Information regarding RtI, problem solving, self directed learning, data analysis, and coaching strategies have been shared and examined. Additional building specialists meet regularly, exchanging information and sharing ideas and successes as well. These meetings have led to greater collaboration among our staff.

School and district administrators and teachers also participate in local and national professional organizations. Attending regular meetings and professional development sessions has provided an additional forum for sharing successes. Exchanging information and success has led to improved student learning based on current best practices within a Professional Learning Community framework.



## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Deerfield School District 109 provides a comprehensive, research-based curriculum based on state and national standards, implemented using 'best practices'. District staff provide differentiated instruction to meet the learning needs of all children, engaging each student in meaningful, challenging instruction. Teachers dedicate themselves to reaching all students through additional challenges for our more able students and additional support for our struggling learners. At Shepard Middle School, we strive to help all students be successful in their learning, instilling a love of learning to last a lifetime.

#### Reading/Language Arts

Shepard Middle School students receive instruction daily in reading, writing, literature, speaking and listening. The district has adopted a literature-based curriculum that provides balanced instruction in vocabulary, comprehension, literary elements and fluency through the in-depth study of authentic literature. Through their study of a variety of literary genres, students learn about various literary forms and elements of literature, while learning to appreciate and value quality literature. The writing curriculum utilizes a writer's workshop approach to instruction in the writing process. Students are introduced to writing skills through mini-lessons and incorporate the skills and strategies learned into their writing. Teachers skillfully guide students through the writing process from planning, to editing, to publishing quality writing. Students receive ongoing instruction and feedback from teaching staff using a district developed writing rubric to guide assessment. Students use Elements of Language as the text for their writing instruction. Students receive instruction in spelling and grammar conventions throughout their middle school experience. Students are provided with numerous opportunities to express themselves clearly and articulately as well as listen effectively within the speaking/listening areas. A double instructional period is allocated to literature and writing to ensure adequate time and instruction is made available for student learning.

#### Mathematics

Daily mathematics instruction builds a strong foundation for future learning focused on Illinois State Learning Standard and the standards and Focal Points developed by the National Council of Teachers of Mathematics. Students engage all students in learning number sense, computational fluency, geometry, measurement, algebraic reasoning, probability and data analysis, communicating mathematically, and making connections to science, the arts, and the real world. Advanced mathematical offerings, including algebra and geometry are available for students who need additional challenge in the content area.

#### Science

Science instruction provides opportunities for students to participate in the in-depth study of various science topics. Using content area reading materials, hand-on investigations, and expert demonstrations, students learn both content and process skills. Student participate in activities utilizing the scientific process and experimental design techniques to investigate interactions between science, technology and society, and concepts in the life science, physical science, and earth/space science strands.

#### Social Studies

Students study various topics in social studies on a daily basis. Using the Illinois Learning Standards, Shepard Middle School instructs students in geography, history, economics, current events, and the use of reference materials, maps and globes. Through the use of essential questions, students study their community, state, nation, and world. Their studies assist them in developing and understanding of geographic, political, and economic diversity, preparing them to assume a key role in the global society of the future. Topics of study include United States History, Ancient History, Citizenship and global citizenship.

#### Information Literacy

Technology has been a key focus at Shepard Middle School. Students utilize technology and meet the district's technology and information literacy standards through instruction in a variety of 21st century technologies. Opportunities for students to utilize blogs, wikis, podcasts, and photostories are integrated into the daily curriculum. Information literacy and reference skills are taught both through the use of traditional reference materials, as well as through technology and the internet.

#### Foreign Language

During 6th grade, students study French during one semester and Spanish during the other. The goal for each language class is to introduce students to basic vocabulary, with an emphasis on listening and speaking skills, and to develop an appreciation of the related culture. Seventh and eighth grade students who have elected to continue with a foreign language will be assigned to the language of their choice, French or Spanish. During the next two years, they cover the equivalent of one year of Deerfield High School's foreign language course and will use the same textbook as used at the high school.

Upon concluding eighth grade, foreign language students are given a placement proficiency examination. The results of this examination, along with teacher recommendation based on student classroom progress, determines high school placement. Successful students will receive placement in the second-year level of the foreign language.

#### Art

A developmentally appropriate art curriculum spans the K ' 8 grade levels introducing students to art history, art appreciation, and various art design concepts. Students study art through history, great artists and their works, and art across cultures.

#### Music

Vocal music is provided for all students at Shepard Middle School. Through general music instruction, students learn music forms, melody, rhythm, harmony, dynamics, tempo, as well as how to read music and perform as part of an ensemble group. Music appreciation, including historical and cultural aspects of music are studied. Students may select to participate in instrumental music beginning in grade 4.

Shepard Middle School values the individual child and focuses on assisting the child in developing their potential to the highest level possible.

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

Shepard Middle School uses a balanced approach to the student learning based on the Illinois Learning Standards and Illinois Assessment Frameworks in reading. Middle school students focus on in-depth application of comprehension skills and strategies in a wide variety of literary genres. Literary elements are explored, including character analysis, plot development, figurative language, etc. Teachers assess student progress in reading using the Fountas and Pinnell Benchmark Assessment System. Instruction is adjusted based on the identified student needs. Teachers utilize 'best practices' in reading instruction to deliver instruction, including read alouds, shared reading, guided reading, independent reading, reader's theater, modeled and shared writing, interactive writing, writer's workshop, and independent writing. Teachers organize students into various flexible grouping arrangements to deliver instruction. Teachers have developed instructional plans to coordinate interdisciplinary units. The administrative staff monitors the reading progress of each student in the school, meeting with grade level staff to review assessment results and adjust instruction.

Shepard Middle School and the Deerfield School District have chosen a balanced literacy approach based on research and current best practice. Combined with ongoing monitoring and use of effective interventions for struggling readers and differentiated learning opportunities for able readers, staff act on their belief that all children can learn to read and write at grade level. All staff involved in the teaching of reading have been designated as highly qualified. Teachers routinely differentiate the reading curriculum for students. Gifted and talented programming for students in the reading/language arts area begins in grade three. Students are taught reading by a teacher with special training in working with gifted

students.

The Deerfield School District has selected the a literature-based approach middle school reading program.. Shepard Middle School continuously reviews their reading program and seeks to improve students achievement.

Staff development has been key in the continuous improvement of reading. Staff have participated in a variety of workshops within the district, as well as those provide by external sources. In addition, staff remain current with best practices and research through membership in professional organizations including the International Reading Association, the Illinois Reading Association, and other local professional groups.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

Student at Shepard Middle School study several areas of mathematics as identified in the Illinois Learning Standards, Illinois Assessment Frameworks, and standards developed by the National Council of Teacher so Mathematics, including:

- Number sense and computation,
- Patterns, relations, and algebraic thinking,
- Geometry
- Measurement
- Data and chance
- Problem solving
- Communication,
- Reasoning, and
- Mathematical connections.

These strands are taught at all grade levels based on the developmental level of students. The district has selected Connected Mathematics Project II as the program materials for students in grade six through eight. This approach provides skill based instruction in mathematics utilizing real world problems. Students are encouraged to communicate mathematically, demonstrate problem solving strategies, and demonstrate application of mathematical skills in a variety of settings. Student who progress more quickly and require additional challenge are eligible to participate in accelerated mathematics programming and gifted and talented mathematics programs. Students participating in these options are accelerated in mathematics by one or two years respectively. Approximately 15% of our students exit the middle school having completed Geometry, while an additional 30% have completed Algebra I.

Recent school improvement goals have focused on student writing in mathematics. Staff members have participated in professional development and math Exemplars have been incorporated into instruction. Teachers have also worked with a math consultant to improve mathematics instruction. The staff analyze available mathematics assessment data to continuously monitor the achievement of students at Shepard Middle School. Those students needing additional support receive assistance from a resource staff.

The mathematics curriculum provides opportunities for students to acquire strong mathematics skills to prepare them for future learning and the world beyond school.

4. **Instructional Methods:**

Shepard Middle School teachers work tirelessly to meet the needs of the students. Teachers utilize many strategies to differentiate learning for all students. We seek to provide an appropriate challenge for all students in the school. Utilizing 'best practices' in each subject area as identified by district teacher teams, staff meet each child where they are and challenge them to learn to their greatest potential. A wide variety of instructional options exist at Shepard Middle School, including a strong special education program and a gifted and talented program. Regardless of the learning level of the child, the staff address the individual needs to support achievement.

Teachers utilize ongoing assessment results to guide instructional decision-making. Each grade level team meets during common planning time to analyze assessment data and

discuss the appropriate instructional response. Included in the conversation are support personnel who provide interventions or differentiation based on identified student need. Staff collaboratively analyze ISAT data annually, identifying areas to be addressed in an effort to help students continuously improve.

Staff at Shepard Middle School utilize a variety of instructional grouping practices including whole group instruction, flexible grouping, one-to-one instruction and conferencing, after school homework help, and cross-grade tutoring. Additionally, instructional aides and resource staff individualize instructional options. Shepard Middle employs a psychologist, social worker, speech and language therapists, special education staff, technology coordinator, and library media specialist to support instruction. The staff coordinate their efforts to provide maximum benefit for all students.

Teachers have worked to incorporate critical thinking strategies, self directed learning principles, and emerging technology across the curriculum. Using The Thinking Classroom model, staff have focused on teaching critical thinking to all students. Focusing on higher order thinking skills and questioning has extended learning opportunities in the classroom. Students are also learning to be self-directed. Ongoing focus on goal setting, self-monitoring of learning and metacognition are helping students gain control of their own learning to become better learners. Finally, students are utilizing emerging technologies including wikis, blogs, podcasts and photostories to enhance their learning.

Meeting the needs of each individual student is key in the approach to learning taken at Shepard Middle School. This approach has helped all children achieve at higher levels.

#### **5. Professional Development:**

Staff pursue a variety of professional development opportunities. Workshops such as those provided to all staff in literacy, writing, and technology ensure that all teachers learn 'best practices' and remain current with research. Weekly grade level meetings and monthly department meetings provide an opportunity for staff to discuss various instructional issues, plan instructional strategies or review curriculum design. Membership on curriculum committees provides another opportunity for staff to have input into the curriculum developed and implemented within the district. Data analysis has been a focus for the entire staff. Staff meetings and collaborative planning meetings have been used to continuously review student assessment data and discuss how to meet student needs, whether for additional support or differentiation. Mathematics consultants visit the school monthly to provide coaching for staff. Job embedded coaching is also provided by trained resource staff including the gifted and talented resource teacher, literacy coach, technology coordinator, psychologist, and social worker. Summer institutes are held in the district to provide another avenue of learning for staff. Staff also work with high school staff in District #113 to articulate the curriculum and participate in professional development.

Teachers also pursue professional development opportunities outside the district. Staff are encouraged to continue their formal education through contractual benefits. Workshop attendance is supported as well. Many staff attend regional, state, and national conferences through funding provided by the district.

New to the profession and new to the district teachers and administrators are provided with mentors. A three day intensive training and bimonthly meetings provide support for the new teacher additionally. Mentors are provided with training on peer coaching and strategies for supporting new teachers. Addressing the needs of new teachers has had a positive impact on teacher retention and aided their adjustment to the new position.

Professional development in all forms is valued and has positively impacted the learning of Shepard Middle School students.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test ISAT

Edition/Publication Year 2007 Publisher Pearson

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 94        | 97        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 45        | 42        |           |           |           |
| Number of students tested                      | 178       | 186       |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 2         | 1         |           |           |           |
| Percent of students alternatively assessed     | 0         | 0         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 94        | 96        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 45        | 42        |           |           |           |
| Number of students tested                      | 172       | 173       |           |           |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 75        | 89        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 14        | 21        |           |           |           |
| Number of students tested                      | 36        | 38        |           |           |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 98        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 38        | 30        |           |           |           |
| Number of students tested                      | 179       | 169       |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 0         | 0         | 1         | 1         | 2         |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 97        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 38        | 29        |           |           |           |
| Number of students tested                      | 165       | 163       |           |           |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 84        | 92        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 3         | 18        |           |           |           |
| Number of students tested                      | 31        | 27        |           |           |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 99        | 99        | 92        | 91        | 88        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 39        | 31        | 33        | 32        | 26        |
| Number of students tested                      | 167       | 180       | 184       | 182       | 181       |
| Percent of total students tested               | 100       | 100       | 100       | 99        | 100       |
| Number of students alternatively assessed      | 0         | 1         | 1         | 2         | 0         |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 99        | 99        | 93        | 93        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 39        | 31        | 32        | 32        |           |
| Number of students tested                      | 160       | 173       | 171       | 171       |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 94        | 72        | 64        | 57        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 15        | 0         | 8         | 6         | 10        |
| Number of students tested                      | 27        | 36        | 36        | 33        | 38        |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 96        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 31        | 36        |           |           |           |
| Number of students tested                      | 178       | 186       |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 2         | 1         |           |           |           |
| Percent of students alternatively assessed     | 0         | 0         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 96        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 31        | 35        |           |           |           |
| Number of students tested                      | 172       | 173       |           |           |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 86        | 81        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 17        | 10        |           |           |           |
| Number of students tested                      | 36        | 38        |           |           |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 100       |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 58        | 47        |           |           |           |
| Number of students tested                      | 179       | 169       |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 0         | 0         |           |           |           |
| Percent of students alternatively assessed     | 0         | 0         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 99        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 58        | 46        |           |           |           |
| Number of students tested                      | 165       | 163       |           |           |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 81        | 96        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 26        | 18        |           |           |           |
| Number of students tested                      | 31        | 27        |           |           |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 99        | 99        | 92        | 91        | 88        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 39        | 31        | 33        | 32        | 26        |
| Number of students tested                      | 167       | 180       | 184       | 182       | 181       |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 99        |
| Number of students alternatively assessed      | 0         | 1         | 1         | 2         | 0         |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 98        | 97        | 87        | 91        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 59        | 56        | 34        | 39        |           |
| Number of students tested                      | 160       | 173       | 171       | 171       |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 86        | 53        | 47        | 48        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 41        | 20        | 11        | 9         | 13        |
| Number of students tested                      | 27        | 36        | 36        | 38        | 23        |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 98        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 38        | 30        |           |           |           |
| Number of students tested                      | 179       | 169       |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 0         | 0         | 1         | 1         | 2         |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. White                                       |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 97        | 99        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 58        | 46        |           |           |           |
| Number of students tested                      | 165       | 163       |           |           |           |
| 2. IEP   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Meets + Exceeds                                | 81        | 96        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Exceeds  | 26        | 18        |           |           |           |
| Number of students tested                      | 31        | 27        |           |           |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

**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 Reading (LA) Grade 7 Test ISAT

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as NCEs

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                              | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>                      |           |           |           |           |           |
| Total Score                                |           |           |           |           |           |
| Number of students tested                  | 179       | 169       | 0         | 0         | 0         |
| Percent of total students tested           | 100       | 100       | 0         | 0         | 0         |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. IEP                                     |           |           | 0         | 0         | 0         |
| Number of students tested                  | 31        | 27        | 0         | 0         | 0         |
| 2.   |           |           | 0         | 0         | 0         |
| Number of students tested                  |           |           | 0         | 0         | 0         |
| 3.   | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                  | 0         | 0         | 0         | 0         | 0         |
| 4.   | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                  | 0         | 0         | 0         | 0         | 0         |

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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 0         | 0         | 0         | 0         | 0         |
| <b>NATIONAL STANDARD DEVIATION</b> | 0         | 0         | 0         | 0         | 0         |

Subject Reading (LA) Grade 8 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                              |           |           |           |           |           |
| <b>SCHOOL SCORES*</b>                      |           |           |           |           |           |
| Total Score                                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| Percent of total students tested           |           |           |           |           |           |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 2.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4.   |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |