

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Mr. Ruben Pena

Official School Name: Hinsdale Middle School

School Mailing Address:
100 S Garfield St
Hinsdale, IL 60521-4252

County: Dupage State School Code Number*: 190221810041002

Telephone: (630) 887-1370 Fax: (630) 655-9754

Web site/URL: www.d181.org E-mail: rpena@d181.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Robert Sabatino

District Name: Hinsdale CCSD 181 Tel: (630) 887-1070

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Lisa Armonda

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 7 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| | High schools |
| | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 7243

Average State Per Pupil Expenditure: 5808

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	108	104	212
K			0	8	118	80	198
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	136	130	266				
TOTAL STUDENTS IN THE APPLYING SCHOOL							676

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 6 % Asian
 _____ 2 % Black or African American
 _____ 5 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 84 % White
 _____ 3 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	590
(5)	Total transferred students in row (3) divided by total students in row (4).	0.031
(6)	Amount in row (5) multiplied by 100.	3.051

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 12

Number of languages represented: 4

Specify languages:

Lithuanian, Cantonese, Spanish, Urdu

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 41

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 56

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>2</u>	<u>1</u>
Classroom teachers	<u>44</u>	<u>3</u>
Special resource teachers/specialists	<u>17</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>86</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	95%	96%
Daily teacher attendance	96%	97%	94%	93%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

District 181 did not collect teacher attendance data on a building basis prior to 2006. District-wide data is indicated. During 2005-06 the average district daily teacher attendance rate was 94%. During 2004-05 the average district daily teacher attendance rate was 93%.

The record keeping needs to extend to the 2003-04 school year. The district did not keep teacher attendance records at that time. We have interpolated the numbers by averaging the 4 years we have numbers for and the 2003-04 year average daily teacher attendance rate would be 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Students at Hinsdale Middle School fill the Commons every morning before the bell sends them to classes, an ordinary sight in many middle schools. But the Commons also has seen our students come together in other ways: posing for photos with our mascot Sparty, raising their voices in song at one of our ensemble performances or musicals, racing the cars they designed and built in applied technology class, or watching one of their teachers get a shaved head as they reach a fund-raising goal. Lined with student art and colorful quilts made in elective classes, the Commons has served as gathering place for the entire student body (nearly 700) for events such as singing the Chicago Bears fight song for the local news and watching the inauguration of President Obama. It is a testament to our students that events like these occur with great joy. The Commons, in fact, is the best metaphor for why we succeed. We gather together as one body of people united in a single purpose – to learn and grow together in a place where people want to be.

Hinsdale Middle School has a long tradition of academic excellence. Our students are from families who value education and send their children to school ready to learn. We are a Title I school and host the district Limited English Proficiency program (LEP) and cross-categorical special education programs, as well as serve the needs of students identified as gifted learners. Due to this diversity, we make a commitment to recognizing all of our students' accomplishments and maximizing their opportunities to succeed. We consistently rank among the top middle schools in the state in testing scenarios. Our students excel in competitions like Future Problem Solvers and Odyssey of the Mind, and they have won countless essay contests, placed in art competitions, and received exceptional ratings for their musical prowess. Our teachers know that stimulating and challenging learning activities will not be planned in vain. Students participate knowledgeably in discussion and debate, and they make simulations come to life with their enthusiasm and attention to detail. Every day, the students amaze us with their talents and their desire to learn.

However, HMS is even more proud of our long tradition of caring – not just faculty caring for students, but the whole school community caring about what is best for children. We live by a simple motto of what we call the “Three B’s”: Be Responsible, Be Respectful, and Be Safe. By using these three simple rules for the whole school community, we speak a consistent language and help foster the notion that “we’re all in this together.” We reach out into the community in different ways. Whether through traditional fundraising projects like Hoops for Heart and St. Jude’s Math-a-Thon or through more unique projects like packaging meals for hungry families around the world or convincing teachers to take a pie in the face to fund a domestic violence center, our students show that they care about others. And we not only reach out into the community to do service, we also remember our own – peer buddies work with new students and special education students, peer leaders function as a social and service club, and student recognition assemblies are not just for sports teams, but for students who exhibit outstanding effort both in and outside of the school setting.

Many of our students participate in more than one extra-curricular club, sport or activity. Students love to be at HMS! Whether in the academic classrooms, in the creative arts, or in service to the community, the HMS Spartans have a spirit of fun and genuine caring that is contagious and instantly visible to any visitor.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The school district's expectations are clearly defined in its vision statement: "To be a school district where all children experience success and exhibit excellence." The parents of Hinsdale Middle School students also have high expectations for their children and for their schools. Parental involvement in schools is the norm. The outstanding results attained by Hinsdale Middle School students in the 2008 Illinois Standards Achievement Test were cited in both the Chicago Tribune and the Chicago Sun-Times in November 2008. The Sun-Times listed HMS as 4th in its "Top Ten Suburban Middle Schools in Illinois." We have achieved consistently high marks on the ISAT during the past five years.

When considering assessment results during the past five years, the consistency of performance is evident. ISAT results for HMS students in reading started at 94% "meeting/exceeding" for grade 8 in 2004 and reached 97% in 2008. Assessment of grade 6 reading began in 2006, resulting in "meets/exceeds" rates of 97%, 95% and 98% from 2006-2008. Mathematics results have been equally high, beginning at 95% in 2006 and reaching 98% in 2008. Overall student performance on all state tests has steadily increased from 89% of all students meeting/exceeding in 2004, to 90% in 2005, 94% in 2006, 96% in 2007 and 97% in 2008. These results include students with Individual Education Plans and students who are considered to be economically disadvantaged.

As all school districts deal with the requirements of the No Child Left Behind Act of 2001, Hinsdale Middle School and District 181 work diligently to address the learning needs of the whole population, especially to close the achievement gaps between subgroups: Limited English Proficiency and non-LEP students and IEP and non-IEP students.

The ISAT performance level descriptors are stated as follows by the Illinois State Board of Education (Guide to the 2008 Illinois State Assessment, p. 1):

- Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
- Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

(See also the website: www.isbe.net/assessment/default.htm & www.isbe.net/isat.htm)

It should be noted that in 2008, LEP students in Illinois were required for the first time to take the ISAT rather than the alternate assessment, Illinois Measure of Annual Growth in English (IMAGE).

Also important to note is that in 2005-2006, after undertaking statistical "bridge studies," the Illinois State Board of Education made several changes in the ISAT. The changes included using a vertical or continuous scale score that enables educators and parents to see growth from grades 3-8. New "cut scores" were established to align the same performance standards with the vertical scoring system. Additionally, these bridge studies indicated that the mathematics "cut scores" were not equivalent to reading, social studies or science performance expectations. Accordingly, the 2006 mathematics "cut scores" were adjusted. Finally, in 2005-2006, ISBE began testing reading and mathematics in grades 6-8 rather than just in grade 8. Due to these changes, comparisons between 2005 and 2006 ISAT data are not statistically valid (information taken from the ISAT Interpretive Guide for 2008).

2. Using Assessment Results:

Prior to the beginning of each school year, building administrators and teachers make decisions about incoming grade 6 student placement based on standardized assessments (Explore reading, language and math tests and MAP- Measures of Academic Progress math assessment). Once students begin middle school, teacher-generated matrices for language arts and math guide changes in placement. These matrices include standardized test data (ISAT, Explore, MAP) as well as classroom achievement and a teacher checklist on student critical thinking skills and engagement with the curriculum.

Each fall the HMS staff and administrators convene during a district Institute Day to analyze ISAT results. The analysis leads to decisions about additional data gathering and support for learners. Along with the ISAT data, the staff uses MAP results to target specific instruction and flexible grouping within classes. As part of the ongoing process of early intervention for struggling learners, staff members articulate with the reading specialist, the math intervention teacher and the academic strategies teacher to use AIMSweb and MAP data. Collaborative decisions about additional academic support are made with the input of parents and students.

HMS has two School Improvement Plan goals specific to the incremental improvements required by NCLB. The “Closing the Gap” Goal addresses IEP and non-IEP student achievement, while the “100% Meet/Exceed” Goal is aimed at the 2014 NCLB requirement of 100% for all students. Annually, HMS staff and district assessment personnel perform a gap analysis of ISAT results in order to plan appropriate and intensive instruction. The district focuses its resources on research-based investments in special education, intervention programs, LEP materials and delivery models, including direct instruction and adaptive technologies. Title I funds are used to purchase research-based intervention programs and pay for Title I teachers to tutor students before and after school. HMS staff members are committed to helping all students maximize their potential as students and citizens.

As a result of NCLB and the problem-solving intervention model, a definite shift has occurred within the staff. No longer heard are comments about needing to have a student tested for special education first. Instead, teachers and teams work with existing data to support learners in regular education classrooms, trying different instructional strategies, accommodations and adding support. If still more intensive supports are needed, teachers and teams problem-solve with building specialists to gain a clearer understanding of a student’s strengths and challenges. One new support program implemented this year is a homework extension program, designed for students who have failed to master the expected learning due to lack of homework completion. Any struggling student who completes less than 80% of assigned homework in one or more classes participates in this intervention for a specified time period. If the homework completion rate and learning mastery improves, the student is congratulated and excused. If the intervention does not produce the desired result, the student’s team of teachers considers additional support: extended time in the program, participation in the after-school homework club or a Friday extended day program. Teachers demonstrate a sincere and consistent desire to create whatever it takes to help all students succeed.

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3. **Communicating Assessment Results:**

Hinsdale Middle School families expect specific, timely information about student progress. This information includes reports and explanations of state and national assessments, growth measures such as MAP, progress monitoring results from intensive instructional interventions, and classroom measures such as tests, quizzes, projects and homework. Technology has enabled parents to track student progress in individual classes with an online grading portal that shows both letter grade averages and scores for individual assignments. Parents and teachers communicate regularly through email and phone calls. Students have become advocates for their own learning as well, using the online access to keep track of their progress.

The HMS faculty and administration, the HMS Parent Teacher Organization, the District 181 Communications Office and the local newspapers all contribute to effective communication of student progress, through a variety of means:

- HMS PTO (Parent Teacher Organization) monthly newsletter, weekly email updates and website communications (www.hmspto.org)
- Teacher websites featuring assignments, downloadable materials, and additional instruction
- HMS annual Curriculum Night for parents, teachers and administrators
- District 181's subscription to ConnectEd, enabling rapid communication through voice and email messaging
- Parent-Teacher conferences, held annually for all parents in the fall and as needed throughout the year for individual students
- Board of Education meeting reports from district and building administrators, presenting ISAT data and analysis, district and school improvement plans, and review of instructional program and material effectiveness
- District 181 press releases to local newspapers, and responses to requests for information from regional and national publications
- Quarterly individual student progress reports and report cards
- District 181 district profile publications, detailing achievement success and information to prospective homeowners and businesses
- Faculty and administrator reports during PTO meetings regarding assessments and student progress
- School and district letters to all parents with individual student results and explanation of state and local assessments.

Hinsdale Middle School is fortunate to have active parents who are engaged in dialogue with teachers and administrators about student assessment and progress. The combined efforts of all make continual improvements in communication possible.

4. **Sharing Success:**

The faculty of Hinsdale Middle School shares its success with other schools in many ways. We host visits from other districts that want to view our programs – recent visitors have been especially interested in the programs we have designed for our struggling students. One faculty member has helped train teachers in our district and others on how to interpret and use data from tools like AIMSweb to plan instruction for all students, especially those in Tier III programs such as direct instruction. Teachers frequently present at the county, state, and national level on a variety of topics: using multi-sensory strategies and power cards to differentiate for students on the autism spectrum, differentiation in the co-taught classroom, engaging students in mathematics, and incorporating art into foreign language instruction.

For a busy teacher, time can be a limiting factor in collegial sharing. Through the use of technology, faculty members mentor young teachers in other districts through materials-sharing and social networking sites. Others are contributors/advisors for professional organizations and resource providers. As sharing through technology becomes the norm rather than the exception, our school has embraced this new tool. Several staff members are part of a district initiative entitled “Team Up For Tech” that uses the expertise of our own teachers to provide training and staff development for the rest of the district and eventually for other districts as well.

One exciting way that HMS has brought its philosophy to others is being featured in O, the Oprah Magazine in an article about how schools incorporate social/emotional learning into the curricula. This national exposure spotlighted one of our finest attributes- that we teach children, not subjects, and relationships are a key part of any school success that can be measured by a test. We welcome the collaborative opportunities that being a Blue Ribbon school would provide.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Innovation, Rigor, Service: All curricular areas are important at HMS, but particular attention is given to the basics and beyond in the areas of English and mathematics. Both of these areas feature multi-leveled classes to provide learners with experiences best suited for their talents and future goals. More detailed descriptions and highlights of these two curricula can be found below under the headings of mathematics and language arts.

Advisory Program: The transition to the middle school can be a difficult one, and students need to feel like they are part of something. The HMS advisory program provides just that place. Every student's day begins with an advisory teacher who helps with grade level transitions, setting goals, and working on activities that connect to the SELAS (Social and Emotional Learning for Academic Success) program that is part of the district's initiative.

Performing Arts: It is a telling statistic that, of a student body totaling 677, 29 percent are in band and orchestra, and approximately 43 percent participate in chorus each semester.

In music exploratory, grade 6 studies music history from ancient civilizations through the classical period and integrates it with the core curriculum through study of world music. Grades 7 and 8 choruses are gender-specific electives where the unique need of changing voices can be successfully met. Choruses prepare four vocal concerts a year and participate in the Codas and Coasters Music Festival where they are rated by a professional choral adjudicator. The students consistently receive scores of excellent and superior. Drama classes for grades 7 and 8 allow students to explore various roles in theater, including actor, director, designer, playwright, and critic. Band and orchestra also participate in Codas and Coasters Music Festival with similar results and perform three concerts each year.

Visual Arts: A colorful, life-sized dolphin sculpture painted by students greets visitors to HMS, welcoming them to the world of visual arts. Our electives program consists of computer graphics and six studio classes with emphasis on drawing, painting, and sculpture. Art students consistently take top awards in the national Scholastic Art Awards competition. Student artwork decorates the halls of HMS, making it our own personal art gallery. Approximately 40 percent of the student body takes a visual arts class each semester.

Physical Education/Health: Physical education – it is not just calisthenics and dodge ball anymore. Students at HMS run regular mile trials once a month and set personal achievement goals. They learn the rules, mechanics, and patterns of different sports. But they also reach for fitness on our very own rock climbing wall, play Dance Dance Revolution to burn calories, and participate in fitness fundraisers like Hoops for Heart. The PE department's motto is "Fit for Life," and our teachers equip the students for a lifetime of activity and fun.

Science: Science is all about hands-on learning at HMS. Live crayfish swim in plastic pools in sixth grade science for students to observe, question, infer, and apply knowledge as they study these creatures, becoming familiar with the scientific process. Sixth graders also study cellular biology, body systems, the classification system, animals (vertebrate and invertebrate), and the human body. Trips to the Shedd Aquarium and Brookfield Zoo enable the students to collect data and observe animal behavior outside of the classroom.

Then get ready for Cow Eyeball dissection! A part of the light and optics unit in grade 7, students study the lens of cow eyes that closely resemble those of humans. The alien project covers the study of astronomy before going inside the earth to explore plate tectonics, earthquakes, volcanoes, minerals, rocks and fossils.

The year ends with a physics unit and a trip to Great America Amusement Park for analysis of the physics of roller coasters and force.

Next roll into the world of chemistry. Grade 8 science centers on matter, atoms, elements and their physical properties, the periodic table and chemical compounds. Each student is assigned an atom and must create a physical representation of the atom, and their creativity in presentation is only limited by the imagination. The year also includes study of current environmental issues.

Social Studies: From ancient humans to the space race and beyond, social studies at HMS makes history come alive. Create a map that looks like it has been around for thousands of years, build an archeology site and search for artifacts, practice writing Chinese characters with brush and ink, learn about the Mayans and make glyphs, watch knights jousting in a Medieval arena...and that's just grade 6.

Starting grade 7, jump across the pond to America and encounter Native Americans in a simulated activity, not speaking the language and needing food and shelter. Watch colonies grow and merge into a country on the brink of revolution. Try to resolve the conflict through a computer simulation. Study the Constitution and then prepare for Civil War Day as students hear about such topics as medicine, the history of baseball (play a game using 19th century rules), and espionage.

Begin eighth grade as an immigrant and arrive in this country and be processed at Ellis Island. Go to our nation's capital and tour the monuments and memorials of Washington DC. Become an investor in the 1920s leading up to the Great Depression, and watch stocks rise and fall. Hear first hand accounts of World War II from both veterans and Holocaust survivors. And finally, learn what it was really like to be a part of the turbulent 1960s.

Foreign Language: Hola and Bonjour! More than 80% of the student body engages in foreign language study. Students are given a choice of Spanish or French at Hinsdale Middle School. Their studies begin in grade 6 with basic language skills. Grades 7 and 8 continue that study and increase their attention to grammar. Each grade focuses on different cultural aspects. Grade 6 students make beautifully illustrated calendars written in Spanish to donate to the Infant Welfare Society of Chicago. They are given to the Spanish-speaking clients (patients) to mark future medical appointments. Students in grade 7 focus on the family, home, and foods. They prepare a family tree in Spanish and learn some excellent Spanish recipes. Grade 8 learns about Cesar Chavez and workers' rights. They also look at the evolution of Spanish art.

Sixth grade French students create a French calendar and are filmed recreating a conversation in a café. All French classes celebrate Mardi Gras with a special visit from a French accordion player, and seventh grade French studies chateaus, learning about architecture and French history in the process. Eighth grade French does an in-depth study of French art, focusing on Impressionism and culminating in a trip to the acclaimed collection at the Art Institute of Chicago.

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splitList[2];pluginList[index].__RP_Coord_Callback_Bottom = splitList[3];};__RP_Callback_Helper(str, 'rp-
js-coord-callback', 5, func);}function __RP_Url_Callback(str){var func = function(str, index, pluginList,
```

```
splitList){pluginList[index].__RP_Url_Callback = str;pluginList[index].__RP_Url_Callback_Vid =
splitList[0];pluginList[index].__RP_Url_Callback_Parent = splitList[1];};__RP_Callback_Helper(str, 'rp-js-
url-callback', 3, func);}function __RP_TotalBytes_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_TotalBytes_Callback =
str;pluginList[index].__RP_TotalBytes_Callback_Bytes = splitList[0];};__RP_Callback_Helper(str, null, 2,
func);}function __RP_Connection_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_Connection_Callback =
str;pluginList[index].__RP_Connection_Callback_Url = splitList[0];};__RP_Callback_Helper(str, null, 2,
func);} //-->
```

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

Language arts classes at HMS encompass the whole realm of communication. Academic needs are addressed with two class levels—enriched (ELA) and regular language arts. Language arts classrooms bring words to life with a variety of trips and activities usually associated with other content areas: grade 7 travels to the Chicago Shakespeare Theater to culminate their study of Shakespeare and the Renaissance, and eighth graders in ELA experience an afternoon observing, photographing, and writing about nature at Morton Arboretum after reading "Walden" by Henry David Thoreau.

A middle school highlight for all students is writing an autobiography in grade 7 in which all core classes contribute an element. Language arts classes also make connections with history content at each grade level—reading Greek mythology with the ancient Greek unit in grade 6, studying Shakespeare and Civil War novels in grade 7, and the delving into the world of the Holocaust in “Night” in grade 8.

Hinsdale Middle School teachers have been trained to understand and appropriately use universal reading comprehension strategies. Additionally, the adopted literature textbooks promote reading comprehension strategies. These research-based resources allows the teacher to choose from leveled selections, match readers to text without skipping skills, differentiate tests with the click of a button, and use content materials to teach specific reading strategies. Students are also given opportunities to engage in novels differentiated by reading level, so that mastery of standards is attainable regardless of reading ability. Differentiation occurs regularly in language arts classes, including pre-testing everyone on weekly spelling instruction and providing enrichment options for identified clusters of high-achieving students. Students who need more intensive language arts interventions receive instruction during an additional daily reading or resource class.

3. Additional Curriculum Area:

In mathematics, HMS offers classes at standard, advanced and accelerated levels, providing students with both the differentiation and challenge they need. At the accelerated level, students complete pre-algebra at grade 6, high school algebra at grade 7, high school geometry at grade 8. In the advanced level, students complete pre-algebra at grade 6, and finish half of high school algebra at grade 7 and half at grade 8. The standard level completes a grade-level curriculum. Students with IEP math goals may take either standard math in a co-taught class with more support, or small group/direct instruction math in a separate class if more than two years below grade level. Students in grades 6 and 7 have the opportunity to participate in the Illinois Math & Science Academy’s monthly CyberQuiz for a challenge. All students in mathematics at all grade levels take part in the Math-a-Thon, a fundraiser for the St. Jude’s Children’s Hospital. Last year, HMS students raised over \$4,400, bringing the school’s thirteen-year total to \$59,000. In mathematics instruction, students achieve success as well as work for others in need.

4. **Instructional Methods:**

Hinsdale Middle School uses a tiered intervention model to reach diverse learners. Best practice for instruction is used for all students in Tier I, and teachers have received training in universal differentiation strategies to benefit all learners. Grade-level teams meet weekly regarding students to discuss interventions and share successes. Building problem-solving teams meet monthly to review, implement and improve student intervention programs. School-wide behavior expectations are taught and reinforced, using principles of positive behavior support.

HMS offers intervention programs and classes focusing on organizational skills, homework support, content area enrichment, reading and math. Interventions in reading, language arts, study skills and organization skills continue to be developed and refined. Some of the research-based interventions include:

- Anita Archer Skills for School Success series
- ELLIS Essentials
- Language!
- Read Naturally
- Read About
- REWARDS: Reading Excellence: Word Attack and Rate Development Strategies
- The Six Minute Solution
- Soar to Success
- Stephanie Harvey Reading Comprehension Toolkit
- SRA: Corrective Reading Comprehension, Reading Mastery DI
- SRA: Spelling Through Morphographs and Spelling Mastery
- Wilson Reading System

The 2008-2009 year brought mathematics into the HMS scope of interventions. The student identification protocol includes four assessment areas. Identified students in grades 7 and 8 are served in a smaller, more individualized class. Grade 6 students receive an additional 40 minutes of individualized math instruction daily for 12 weeks. Research-based instructional materials include Momentum Math and a variety of problem-solving materials.

Hinsdale Middle School's LEP program offers a sheltered, double language arts period and an additional resource class as needed. Language arts units based on social studies and science curricula are designed to integrate reading, writing, speaking and listening skills. This learning model helps students to acquire knowledge of the big ideas and connect what is learned to the real world regardless of language proficiency level.

5. **Professional Development:**

HMS teachers are committed not just to teaching, but also to learning. This is accomplished in many different ways. Each teacher receives funding for individual staff development. Teachers attend conferences and participate in professional communities to learn the best and most current research about strategies for reaching students at their instructional levels. Teachers also continue to explore new discoveries and information in their areas of instruction. Several teachers are currently working toward National Board Certification, and others are engaged in state and nationwide professional communities that provide development opportunities (Google Teacher Academy, Golden Apple Foundation, Facing History and Ourselves, and IMSA CyberQuiz, to name a few). We realize that knowledge is fluid and that our teaching is only as strong as our willingness to learn.

Our administration also provides extensive staff development time relating to district initiatives and seeks out experts in these fields to consult with our faculty (i.e., Pat Wolfe working with HMS for a year concerning

brain research and the middle school learner). We consult with state and national intervention experts, learn how to read test data to plan for instruction, map curriculum for best instructional delivery of state standards, and explore the ever-changing world of technology and web 2.0 strategies to engage and empower student learners.

Teachers meet both as grade-level and content-area teams to improve instruction. Item analysis on tests, patterns of student performance, and test data are discussed regularly to provide each student the best possible strategies for learning. Resulting topics for faculty meetings are developed, and informed recommendations can be made for further exploration of a topic or the purchase of professional resources. Teachers also serve on district committees (curriculum, literacy, nutrition, social/emotional learning, staff development, technology) not only to discuss and troubleshoot current issues, but also to serve as lead learners and communicators for these areas.

6. School Leadership:

Just as every student in the building is valued for his/her strengths and talents, the leaders of Hinsdale Middle School call on teachers and staff to all serve by sharing their abilities and talents with the students and with one another. The principal, Ruben Peña, believes that it is important to recognize the talent and expertise that exist within the staff and encourage them to lead. Nurturing leadership growth among staff members creates a feeling of grassroots progress that, in turn, creates stronger commitment and enthusiasm for school goals. This empowers students as well, giving them a voice in the direction of the school where they spend three years of their lives. Of course, every school leader implements directives from school boards and district offices, but Mr. Peña guides his faculty to carry out such directives in a collaborative way that makes best sense for the well being of students and staff alike.

As building leaders, both Mr. Peña daily models his belief that a successful school fosters positive relationships between staff and students. He has a strong desire to create a safe, student-centered environment. Mr. Peña is an integral part of the school community rather than office dwellers. He institutes student recognition programs, such as Spartan tickets, to give students positive feedback on what they are doing “right” rather than using a punitive philosophy to change behavior. He knows that students increase their commitment and engagement in school when they feel a sense of belonging and know that someone cares. He believes that teachers and administrators should know their students as individuals. Because of this, Hinsdale Middle School is a warm and friendly place where both teachers and students are supported when they take risks.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ISAT

Edition/Publication Year: 2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets	99	98	98		
Exceeds	70	62	57		
Number of students tested	201	190	184		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets		77	72		
Exceeds		8	18		
Number of students tested		13	11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

During 03-04 and 04-05 6th grade students were not required to take the state Math test.

Subject: Reading
Edition/Publication Year: 2008

Grade: 6 Test: ISAT
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets	98	95	97		
Exceeds	59	49	47		
Number of students tested	199	190	184		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets					
Exceeds					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

During 03-04 and 04-05 students were not required to take the state test for Reading.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 7 Test: ISAT
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets	97	97	96		
Exceeds	70	59	58		
Number of students tested	192	189	191		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets	50	73			
Exceeds	0	27			
Number of students tested	10	11			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

During 03-04 and 04-05 students were not required to test in Math.

Subject: Reading
Edition/Publication Year: 2008

Grade: 7 Test: ISAT
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets	95	93	87		
Exceeds	48	41	36		
Number of students tested	191	189	191		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets		64	77		
Exceeds		18	0		
Number of students tested		11			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

During 03-04 and 04-05 students were not required to take state Reading tests.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 8 Test: ISAT
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	98	97	95	86	87
Exceeds	72	74	60	50	51
Number of students tested	191	192	216	211	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets	46		85	39	
Exceeds	31		23	8	
Number of students tested	13		13	13	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 8 Test: ISAT
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	97	94	94	93	91
Exceeds	30	40	24	25	32
Number of students tested	191	192	215	210	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets	77		77	69	
Exceeds	15		0	0	
Number of students tested	13		13	13	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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