U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. F. Daniel Chick

Official School Name: McClure Junior High School

School Mailing Address:
    4225 Wolf Rd
    Western Springs, IL 60558-1497

County: Cook   State School Code Number*: 14-016-1010-02-1006

Telephone: (708) 246-7590   Fax: (708) 246-4370

Web site/URL: www.d101.org   E-mail: dchick@d101.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.

                                                                          Date
(Principal's Signature)

Name of Superintendent*: Dr. Brian Barnhart

District Name: Western Springs SD 101   Tel: (708) 246-3700

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.

                                                                          Date
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Dominic Fera

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.

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

Private Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

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: (per district designation)

3	Elementary schools (includes K-8)
1	Middle/Junior high schools
	High schools
	K-12 schools
4	**TOTAL**

2.   District Per Pupil Expenditure: ___8787___

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
[X] Suburban
[   ] Small city or town in a rural area
[   ] Rural

4.   __8__ Number of years the principal has been in her/his position 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	6	80	80	160
K			0	7	97	91	188
1			0	8	100	78	178
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					526

6. Racial/ethnic composition of the school:

_____	% American Indian or Alaska Native
2	% Asian
_____	% Black or African American
2	% Hispanic or Latino
_____	% Native Hawaiian or Other Pacific Islander
95	% White
1	% 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: 2 %

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	12
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	538
(5)	Total transferred students in row (3) divided by total students in row (4).	0.022
(6)	Amount in row (5) multiplied by 100.	2.230

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: __3__%

     Total number students who qualify: __18__

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: __9__%

  Total Number of Students Served: __45__

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

4	Autism		Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	30	Specific Learning Disability
3	Emotional Disturbance		Speech or Language Impairment
	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	
Classroom teachers	28	
Special resource teachers/specialists	8	
Paraprofessionals	10	
Support staff	2	
Total number	50	0

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 __**19**__ **: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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	97%	96%	97%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	10%	6%	10%	8%	4%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Of the staff who have not returned to McClure from 2004-05 to 2008-09, 31% have not returned due to retirement, and 46% have not returned due to non-renewal/resignations based on performance that does not meet District 101 standards for continuing within the District towards receiving tenure.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other (travel, staying home, etc.) _____ %

Unknown _____ %

Total _____ %

PART III - SUMMARY

McClure Junior High School is located in Western Springs, IL, a suburb of Chicago located approximately 18 miles west of downtown. McClure is one of four schools in Western Springs School District 101 but is the only junior high, serving 526 students in grades six through eight. The vast majority of our graduates matriculate to Lyons Township High School, a separate high school district located about one mile from McClure. There are high expectations for McClure, both from the community as well as all district staff.

Western Springs can be best described as an upper/middle income community. The Village of Western Springs is comprised of families who are highly educated, some having lived here for decades, while others newer to the Village whose professional responsibilities find them commuting daily to Chicago. Our community is united in placing a great value on their children's education.

The District 101 mission is "A Place Where Children Thrive." While there is certainly an emphasis on academic achievement, it is also our intent to educate the whole child. We strive to provide an environment where our students can foster their emotional and social growth in order to prepare them for a healthy, productive life as adults. There is a clear expectation that all McClure students will work hard, grow at a rate relative to their individual needs and abilities, and do this is in an environment where all are treated respectfully.

Simply put, the one consistent factor that makes McClure Junior High School special is the people. There is a strong feeling of pride that emanates throughout McClure. We feel very strongly that students are more engaged and invested in their learning if they feel a strong connection to their school. It is a constant effort by all adults in the building to ensure that all students feel that connection. McClure offers a wide array of clubs and extra curricular activities that serve our student body. Our professional and extremely dedicated staff go out of the way to help our students grow both academically as well as socially. We are incredibly fortunate to have three very dedicated parent organizations at McClure that work tirelessly to raise funds that directly impact all of our students. All stakeholders work as one to provide an atmosphere of mutual respect where all students promote positive behavior in a highly-inclusive setting. It is our hope that we are able to foster a school environment of trust, where student ownership for their own academic growth is coupled by an equal ownership emphasis on how their actions add to or subtract from the positive culture which exists within the school community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In the state of Illinois, all students take the Illinois Standards Achievement Test (ISAT) exam in March. The State currently has four benchmark levels for student performancer: 1. Academic Warning 2..Below Standards 3..Meets Standards 4. Exceeds Standards

As one can see, our student performance data over the last five years has been consistently strong. In the area of **reading**, our five-year average percentage of students meeting and exceeding state standards is as follows (State averages in parentheses): Grade 6 = 94.98 (76.3) Grade 7 = 95.35 (75.1) Grade 8 = 96.66 (79.7). In the area of **mathematics**, our five-average percentage of students meeting and exceeding state standards are: Grade 6 = 96.83 (81.4) Grade 7 = 96.15 (79.6) Grade 8 = 96.98 (77.1). While these scores are very solid, there has been a shift in our focus the past several years in regards to standardized test results. It is the goal of our district that 100% of our students meet or exceed state standards, with at least 50% or our students exceeding state standards - this final aspect comprising an extreme "stretch" goal relative to our student performance prior to this time period. You will note that in the area of mathematics, while we have yet to meet the goal of 100% of students meeting or exceeding state standards, we have had at least 50% of our students exceed those standards in ten (10) of the possible thirteen (13) testing windows. In the area of reading, we have hit that benchmark in three (3) of the testing windows.

Due to our specific reading data, we have spent the last two years focusing on the instruction of reading comprehension skills to all of our students in a cross-curricular fashion. While this skill is obvious to the area of language arts, all of our staff received staff development in the area of applied reading strategies to ensure that our students are exposed to high-level applied instruction across multiple disciplines and contexts.

2. **Using Assessment Results:**

In order for the McClure Staff to better inform their instruction, it is vital that we measure and monitor student progress through the use of assessment. More important than the use of frequent assessment is the need for timely feedback to our students on their progress toward their individual growth targets. For this specific reason, we are currently in our fourth year of administering Measures of Academic Progress assessments through the Northwest Evaluation Association (NWEA). We administer three assessments, Math, Reading and Science, to our students three times each year. Because of the manner in which data is taken to the individual student and classroom level, students are provided a much more targeted set of instructional interventions when struggling and a greater degree of differentiated learning opportunities around learning targets that they have already found success.

From a data analysis standpoint, there are several avenues for staff to work collaboratively to meet the needs of all of our students. McClure staff meet in both grade-level as well as curricular teams to analyze assessment data multiple times within the school year. There is a systematic focus to look for performance trends as we break down data into specific item analyses to better inform our Tier 1 instruction, as well as our Tiere II/III intervention needs.

Of course, this data is vital to our Response to Intervention process. Along with the assessments listed above, our RtI process is enhanced by the administration of more timely, specifically targeted assessments, in order to provide our students with the specific interventions that are needed.

McClure Staff continually use national, state and local assessments along with their knowledge of best-practice teaching, to constantly monitor student growth and success. Data is used to inform their instruction to meet the individual growth targets based on sub-test item analyses. Our students grow, in part, to the our staff's dedication, hard work, and the focused staff development to improve their knowledge of data analysis and the application of planning based on this data.

3.   **Communicating Assessment Results:**

What is the purpose of collecting, analyzing and talking about assessment data if we do not communicate it with all of our stakeholders? Each of our building teams focus on the analysis of individual student data in order to consistently monitor progress. Staff regularly share both classroom-performance data and more standardized data with students. It is this process where students can begin to more deeply take ownership for their growth, with targeted areas for improvement being the most important of this aspect of data-sharing with our students.

Assessment data is shared with stakeholders. Teachers; students and parents use that specific data to better inform the creation of individual growth targets. McClure Staff communicate results in many ways. Staff consistently communicates with parents via email, websites, in person, and via our school management system. National, state and local assessment data are all mailed home to parents and are a regular topic in two of our three District newsletters which are distributed to the entire Western Springs community.

It is this partnership that leads our students down a path of success. Working together, all stakeholders have a role in the academic and social development of our students.

4.   **Sharing Success:**

McClure is a community of learners. The staff is obviously dedicated, but they are open and willing collaborators. They share effective instruction practices with not only themselves, but are more than willing to share with others in the field. There is a willingness to share not only successes, but also those situations that may not have been as successful. It would be quite easy for the McClure Staff to become complacent regarding our academic successes. Instead, they have truly focused on the fact that all students not only can learn, but will learn at high levels although the rate of progress will vary across students.

McClure has a strong on-going relationship with fifteen other high-performing middle-level schools, through our participating as a member of the West Suburban Consortium for Academic Excellence - a partnership of which District 101 was a charter member. This group provides students, staff, and administration regular opportunities to share experiences, successes, and struggles. It will be a group McClure will rely heavily upon in helping to spread its experiences associated with the Blue Ribbon Award process, and, hopefully, award.

PART V - CURRICULUM AND INSTRUCTION

1.   **Curriculum:**

The curriculum at McClure Junior High is developed for the sole purpose that all students will learn and grow at their individual pace. Individual student success is guided by the daily practices of our professional staff. McClure is not an "easy" place to go to school as the curriculum can best be described as rigorous. There are high expectations for students at McClure and it is our responsibility to guide them through the challenging middle years.   A tremendous amount of time has been spent on developing a curriculum that focuses not only on national and state standards, but local input from parents and obviously staff. It is our hope that our curriculum produces young learners who are collaborative, intrinsically motivated and inclusive of others.

We offer many different levels of curriculum to better meet the needs of all of our students. We continue to offer options outside of the academic arena to capitalize on the strengths of all students. All students are annually exposed to music appreciation, visual arts as well as family and consumer science.

Our Social Studies curriculum is intended to allow our students to live the history that they are studying. While there is more of a focus on American History, there is also an entire year spent on ancient civilizations. The curriculum is designed to help our students better understand the world in which they live and to gain an appreciation of other cultures. With a deeper understanding of past events, our students will be better equipped to be successful in the present as well as the future.

The Language Arts curriculum is a literature-based approach with an appropriate balance of fiction and non-fiction. The Six-Traits Writing process is integrated throughout the curriculum. Vocabulary instruction is based upon the study of Greek and Latin roots. Students utilize both academic and curriculum-based vocabulary.

The World Language curriculum expands to a daily experience at McClure. In sixth grade, the students receive an exposure to world languages. In grades seven and eight, there is much more of a focus on the essential skills of language study of listening, speaking, reading and writing. Real life situations are used to create more of a cultural awareness in our students.

The Science curriculum is a hands on/lab approach to learning. Technology is fully integrated into our science program. The junior high program is coordinated to build independence through inquiry as they move through the grades. Students become more sophisticated with data, first collecting, then analyzing and finally communicating scientific data. The three-year program incorporates physical science, biology, chemistry, physics and astronomy.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The reading program at McClure is a bit of a hybrid approach, as it includes a long-standing novel-based approach with a more recent infusion of reading-specific instructional strategies.

For many years up until approximately 2006, the language arts staff at McClure was solid in their belief that context-based reading comprehension approaches based in a novel-based program best met the needs of our students. However, based on two important developments - one local and one national - this approach has been balanced a bit in the past three and a half years.

First, it was about 2006 when the ramifications of the National Reading Panel's findings first started to impact our thinking. Through the direct work with Dr. George Batsche, leadership personnel within our District and school began to move our instructional approaches to one based on each of the five big areas of reading, as well as the need to utilize data in a much more tangible way reagrding our students' growth in this most important domain. This was coupled with the fact that our three feeder-elementary schools had moved to a leveled reading approach based in specific targeted interventions, resulting in students entering McClure with identified reading strength and deficit skills - skills that necessitated a different instructional approach in grades six through eight.

While the vast majority of our direct instructional time is still devoted to specific comprehension skills (as noted earlier by our focus on intense, cross-curricular reading comprehension strategy development), a much greater focus on the related issue of vocabulary-development (based on the work of Kevin Feldman) became part of our reading instruction. As well, for students with reading skill challenges in traditionally pre-junior high areas, a systematic structural system was developed across each of our grades.

3.   **Additional Curriculum Area:**

The mathematics experience offered at McClure Junior High School is second to none. As is evident from our state assessment results, our students achieve great success in the area of mathematics.

The math instructors are not only knowledgeable, but they share their love of math with their students. Our students realize the real world connections that math provides and consistently reach their individual growth targets - in fact, there are many days when a blind walk into a mathematics classroom would lead to questions as to whether it was a math, science, or technology class. There are also several levels of mathematics offered to best meet the needs of all students, including an articulated Honors Algebra curriculum from our local high school district. Tiered instruction, as well as co-taught classes help our math instructors better meet the varied learning styles of their students.

Over the years, we have tracking data that indicate that over fifty per cent of our graduates enter college in either a mathematics, science, or technology area. The essential skills identified by our essential learning targets are high-level and have served our students well in their future endeavors.

4.   **Instructional Methods:**

With student growth as our main goal, instructional methods must be varied and delivered in many tiers of support for our students to be highly successful. Especially in the past three years, McClure has taken extreme steps to assess the individual needs of each student and focus, through a systematic process, on maximizing each student's learning in tangible and measurable means.

This systematic approach includes detailed essential learning targets that are identified in each content area, by grade-level, in detailed fashion (Introduce, Develop, Secure, or Reinforce) that assures to our students an instruction/intervention program that meets them where they currently exist - with a promise to stretch their learning much further.

Daily lessons are developed with the students in mind. Lessons are challenging no matter the performance level of the student, and are designed to lead to a specific and meaningful learning target. Assessments designed to measure this are utilized to determine growth and the potential need for differentiation up (extension) or interventions for students struggling in a learning target area. Differentiated instruction and learning has become a cultural norm and has been aided in its progress by the long-standing norm of a fully-inclusive school. A long-standing source of pride in our school, District, and community, a shining example of our inclusiveness this present school year is that, while a few of our students receive part of their

instruction in nearby alternative education settings, all but TWO eligible grade six, seven, and eight students in our community receive the MAJORITY of his/her education in his/her home school of McClure.

The staff at McClure embraces new methods and techniques. Technology integration is a daily practice at McClure. Our staff has realized the age in which our students have grown up in and are quick to use "cool stuff" to engage all learners. Groups of teachers meet weekly, both formally and informally to plan out instruction. There are no stand-alone technology classes in grades seven and eight, as every essential learning target has been incorporated, over time, into students' educational day in math, science, language arts, music, art, etc.

McClure teachers are excited to be here and realize that they are fortunate to work with such wonderful young people. This enthusiasm only enhances the educational atmosphere of the building. They form positive relationships with their students and work tirelessly to make them feel connected. Our students are successful for many reasons but a primary reason is due to the varied instructional methods of their teachers.

5. **Professional Development:**

Professional development at McClure can best be described as a continuation of our goal for our students. If we expect our students to grow as learners, so must we expect the same from ourselves. There is a focus on professional growth among all of the staff at McClure. Teachers are encouraged to access whatever information they can to ensure more effective teaching and learning practices. Professional development is a priority across the District. Funds are generally made available to staff if the end result of the development will assist in student growth.

At the district level, there are naturally many institute and staff development days. As a K-8 district, we have curricular committees with representatives from each grade level, led by a Chair/Associate Chair one of whom for each content area is a McClure teacher. Specific to McClure, the building staff is divided into seven collaborative learning teams, based upon curricular area. Recent district-wide initiatives have seen staff trained in advanced differentiated instruction, writing, reading comprehension strategies, specific vocabulary development, Social-Emotional Learning (SEL) & bullying, and data collection/analysis.

The district also has a two-year mentoring program for all new teachers. This process partners high-performing veteran teachers with new protégés. This relationship helps the new instructor immensely as the mentor teacher gives valuable time to assist the protégé in every capacity.

At the building level, teachers attend both grade-level and content specific workshops and meetings. All staff is encouraged to focus on individual student growth and work collaboratively to achieve such. Most importantly, the staff of McClure takes a great deal of pride in their work. They realize how special McClure is and realize that they play an integral role in continuing and extending this tradition. They share their successes and failures and are more than willing to seek out whatever it takes to create a better learning environment for their students.

6. **School Leadership:**

The leadership in District 101 expects a great deal from their educational settings. There is a focus on excellence in all phases of schooling, both within and outside of the walls of the schools. Building leadership communicates high expectations in a clear fashion to all stakeholders. Based upon the feedback from several forums, all decisions are made with students as the first and foremost priority.

The Principal plays a key role in working with the community and parent organizations to establish a high level of two-way trust and communication. While there is a high-level of parental involvement in our schools, because of the high-degree of trust that exists between families, principal, and teachers, the involvement of our parents is appropriate to the developmental level of our students and distinctively positive in its context. From a resource perspective, the Principal utilized District and outside parent/community-funded options to assure that staff have the supports, training, and materials necessary to meet targeted and aligned building and District goals. While we operate in an upper middle class community, McClure and the District spend in a relatively frugal manner, with resources channeled to priorities set forth by our Strategic Plan and aligned student-learning goals. Assuring this type of alignment is a major function of the Principal as the building's instructional leader.

However, building leadership cannot be a one-person endeavor. McClure has created structures, opportunities, and groups to foster a broad-based and real Professional Learning Community among staff. The building leadership team acts as the liaison between the administration and the curricular teams. There is also a great deal of responsibility put on grade-level team leaders as they work collaboratively with their respective teams to extend to the classroom (Operational) level the targeted goals for student learning and improvement.

Among all groups, there is a common theme revolving around student growth. All McClure students deserve the right to a challenging academic experience. It is the greatest challenge of the building administration and staff leadership teams to accomplish this goal in a safe environment where are all are included and treated with respect.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: ISAT

Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	98	98	95	
% Advanced	64	48	41	34	
Number of students tested	188	161	164	154	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	2	3	1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 6   Test: ISAT
Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	93	95	
% Advanced	67	60	46	47	
Number of students tested	188	161	164	154	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	2	3	1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 7   Test: ISAT

Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	98	94	96	
% Advanced	66	63	54	58	
Number of students tested	173	165	158	188	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	3	3	0	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 7   Test: ISAT

Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	92	97	
% Advanced	50	41	39	42	
Number of students tested	173	165	158	188	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	3	3	0	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 8   Test: ISAT

Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	98	98	94
% Advanced	62	57	77	69	63
Number of students tested	171	160	190	153	142
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 8   Test: ISAT

Edition/Publication Year: Annually   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	95	98	96	96
% Advanced	21	23	41	31	33
Number of students tested	171	160	190	153	142
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: