

PART I - ELIGIBILITY CERTIFICATION

11IL9

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11IL9

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 500 Elementary schools
 (per district designation) 4 Middle/Junior high schools
95 High schools
3 K-12 schools
602 Total schools in district
2. District per-pupil expenditure: 12880

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	59	42	101		6	23	23	46
K	31	30	61		7	15	24	39
1	23	20	43		8	19	19	38
2	25	26	51		9	0	0	0
3	22	33	55		10	0	0	0
4	24	28	52		11	0	0	0
5	26	19	45		12	0	0	0
Total in Applying School:								531

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
5 % Asian
6 % Black or African American
36 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
51 % White
0 % 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 2009-2010 school year: 7%
 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, 2009 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	508
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 8%
 Total number of limited English proficient students in the school: 44
 Number of languages represented, not including English: 7
 Specify languages:

French, Korean, Portuguese, Russian, Serbian, Spanish, Ukrainian

9. Percent of students eligible for free/reduced-priced meals: 40%
 Total number of students who qualify: 206

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 63

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>14</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>5</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>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>53</u>	<u>0</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	95%	95%	95%
Daily teacher attendance	97%	97%	94%	96%	96%
Teacher turnover rate	3%	6%	19%	10%	7%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The high 2007-2008 teacher turnover rate was due to an effort by the principal to replace low performing teachers combined with two teachers moving out of the state.

Reasonable estimates are used for teacher attendance for 2008-2009, 2006-2007, and 2005-2006. Published teacher attendance rates are only available for 2009-2010 and 2007-2008.

Teacher attendance in 2007-2008 dipped below 95% due to a teacher's medical leave.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

Audubon Elementary School is a small Chicago Public School (CPS) located on the north side of Chicago in the Roscoe Village community. Only seven years ago Audubon was a dying school, on the path to school closure. Enrollment had decreased each year for several years running. Very few of the students attending Audubon came from the surrounding neighborhood. Families that lived closest to Audubon did not consider sending their children to the school. Today, Audubon is a thriving school, one of the top performing schools in the CPS district. This dramatic improvement is due to the combination of a dedicated group of parents from the neighborhood engaging the school, and a caring and hard-working faculty.

Beginning in 2004, Audubon began to experience a renaissance. Innovative new programs in early childhood encouraged parents to enter the school; a meticulous principal began to fix long unaddressed management problems; and a committed teaching staff joined forces with a small group of committed parents to begin reaching out to the Roscoe Village neighborhood. These forces came together in a unique way in 2006, when, with the leadership of a new principal, the school community worked to define a new vision for the school. Using its increased autonomy from the CPS central office (won through its acceptance into an innovative Autonomous Schools network), the school was free to write a truly inspirational and definitive vision statement. The result took months of hard work and creative thinking on the part of parents, students, and teachers, to envision the kind of school they wanted to create together. The vision that all members of the Audubon community are committed to reads:

All students graduating from Audubon will have a clear understanding of their own strengths and passions for learning, allowing each child to identify and pursue his or her individual goals.

Audubon School focuses on two key principles to attain this vision for each student: inclusion and integration. Through inclusion, the school remains focused on the social and emotional health of children as well as academic gains. Most importantly, students with significant disabilities are included into the general education curriculum throughout the school day, not only because we believe that this is how students with disabilities learn best, but also because students that work and learn in diverse classrooms are kinder, more cooperative young people. Audubon does not track students according to ability. Instead, we include students of all ability levels in the same class and expect teachers to differentiate their instruction to meet these diverse needs. While this makes the instruction more difficult for the teachers, this complexity pays off in the understanding at Audubon that “Great Minds Think Differently,” the slogan for a recent week- long celebration.

The faculty at Audubon also seeks to integrate learning into cohesive and complex units of study for students. We believe that students learn best in authentic classrooms focused on real problems. Students should not learn to read only in reading class, nor write only in writing class. Instead, students need to utilize and learn thinking skills in integrated units of study that cross the curriculum. Audubon works closely with the nationally recognized Redmoon Theater to integrate art into the social studies curriculum for students. The school technology coordinator works with teachers to integrate technology into lesson plans throughout the school. The school music teacher coordinates with grade levels to support literacy and social studies goals with her music instruction. And, most importantly, teachers work in teams to plan units of study that bring together state goals in both content and literacy.

Our focus on inclusion and integration has created a unique school atmosphere. Visitors note the climate and tone of the building as soon as they enter. Observers hear the productive buzz of students working together in class to construct knowledge, rather than listening passively as a teacher delivers instruction. Students work in small groups with guidance from the teacher, and independently on self-selected books and projects. Students at Audubon engage in science class by analyzing real problems and finding real solutions.

We have not forgotten the roots of the school in the community. Parents are extremely active in the school volunteering, leading programs for students and teachers, and participating in the school improvement process. The local community association takes an active role in the school by providing thousands of dollars in additional funding each year to support students.

It is this combination of excellent teaching and community activism that has made Audubon worthy of the Blue Ribbon Award.

1. Assessment Results:

At Audubon School, teachers have developed a comprehensive assessment system that tracks student growth and assists teachers with instructional planning. Although these tools are more essential for day to day instructional planning, the annual Illinois Standards Achievement Test represents the sole accountability mechanism for Illinois' schools. The past five years at Audubon, scores have markedly improved. What is more, the achievement gaps that previously existed between all of our students and historically underperforming sub-groups have virtually disappeared. Certainly not the only measure of student learning, our ISAT scores are, however, one important reflection of the hard work and dedication of the entire Audubon community.

ISAT performance levels are divided into four categories: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. Student results are placed into one of the four categories based on the achieved score. The exact score ranges for each category are determined based on each year's ISAT data and may change from year to year. In general, the 35th percentile on nationally normed tests like the NWEA MAP assessment correlates to the bottom of the "Meets Standards" category, and approximately the 85th percentile is the bottom of the "Exceeds Standards" category. Illinois describes a student who "Meets Standards" as one who "demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems." Please visit www.isbe.state.il.us for more information.

Reading

Overall, ISAT reading scores increased from 74% Meets/Exceeds (M/E) in 2006 to 84% M/E in 2010. During this same period, the percentage of students exceeding state standards more than doubled from 13% to 27%. The percentage of free or reduced lunch students scoring in the "Exceeds" category has almost doubled, moving from 11% to 20%. The achievement gap between students receiving free lunch and those who are not has held at only 2% for the same period of time. Likewise, the gap between all students and Hispanic students has also remained very low, currently at only 3%. The achievement gap between all students and African American students shrank significantly, from 16% to just 2%. Multiracial students at Audubon have improved from 63% to 96% M/E, and they have gained 29% in the "Exceeds" category.

Despite these significant achievements, the Audubon faculty realizes that there is still much work remaining. While we have essentially eliminated the achievement gap in mathematics for students with IEPs, the gap in reading remains at 41%. However, students with IEPs made gains of 8% over the last five years, and these students are the impetus behind many of the differentiation strategies implemented throughout the school. Furthermore, we have not yet successfully addressed the achievement gap between ELL and native English speakers. To address these gaps, Audubon has enacted several strategies. First, we have moved forward with hiring a new ELL coordinator. Next, we have started an after school program focused exclusively on providing remediation for students below grade level. Third, we initiated a summer school program where struggling students moving into third and fourth grade start school four weeks early. Finally, we continually refine our differentiation strategies to address the specific needs of each student.

Math

Between 2006 and 2010, ISAT math scores increased from 75% to 93% M/E. The percentage of students exceeding math standards moved from 14% to 37%, which is an increase of more than 150%. Achievement gaps have eroded for all categories, and evidence can be seen across the school of our success in math. The students receiving free lunch are now within 3% of their peers. The gap for African

American students was 38% and now is 2%. For Hispanic students, the gap is also only 2%. Students with an IEP used to lag behind by 40%, but for the current year, the gap is zero. Multiracial students were 12% behind and now they outperform the whole student population by 3%. While we still have concerns about our ELL population, their achievement gap has decreased by 16%.

Even though our ELL students are closing the achievement gap, the gap is currently at 22%. We have four strategies that we are using to achieve math success for all of our ELL students. The first is a non-linguistic math program produced by the MIND Research Institute. Second, we have accelerated math groups led by parent volunteers. These groups meet each week to help our highest performing students, but also to allow the teacher to work more intensively with those students requiring remediation. Third, we have created a program called “Walking Math.” Once each week, all students in grades 5 – 8 travel to a classroom based on math assessments regardless of their formal grade-level. Each group receives instruction specifically targeted to their academic needs. Finally, all teachers use a wide range of differentiation strategies in the classroom including hands-on activities, small-group learning, and challenging extension problems.

2. Using Assessment Results:

Teacher teams of four to six teachers, organized by grade level, meet weekly to discuss student assessment data and to plan instructional modifications related to patterns found in the data. These team meetings, typically facilitated by the Principal or Assistant Principal, operate on a five week data inquiry cycle. In the first two weeks, teachers analyze assessment data looking for information indicating groups of students that are not growing or skills that are not being learned. Teachers determine instructional strategies that they can implement in the classroom to impact and improve student achievement. Over the next two weeks, teachers share their progress and provide each other with feedback to improve the instructional strategy being utilized. By the final week, teachers have gathered fresh data, directly related to the area being addressed, and discuss the progress made. Teachers use this new data to answer the questions: How did the instructional strategy impact student learning? Which students have benefited from the instructional interventions? How much have students grown? What lessons can we learn as a staff from the student growth that has been measured?

For this data analysis process, teachers have used MClass 3D mathematics assessment data; Running Records; developmental spelling assessment data; NWEA MAP assessment data, and student writing samples scored with state rubrics. Meeting together in teacher groups has increased professional learning across the school. The five-week inquiry process, repeating throughout the school year, has helped to emphasize that data analysis is not a one-time occurrence when state assessments return to the school. Rather, the appropriate use of data is consistent and on-going, and used not primarily for accountability, but for student growth and professional growth.

Assessment data are also used for the identification of students who are not making adequate growth. Formative assessments like the NWEA MAP assessment and primary level literacy assessments are used to identify students that are not making expected growth. These students, easily identified using the data, are provided with increased support from the school’s comprehensive Response to Intervention program. The assessment data are used by the school’s RtI team to identify specific areas of weakness for each student, and then to design an instructional program to remediate and support these areas of weakness. Our assessments effectively uncover student weaknesses in explicit comprehension, number sense, fluency, phonics and phonemic awareness, math fluency, etc. Follow-up assessments measure if students are making progress with the added support provided by RtI team members.

3. Communicating Assessment Results:

All students in grades K-3 receive a battery of literacy assessments three times each school year. These literacy assessments have been chosen by Audubon’s teachers because of their value in determining current student performance in reading and their value in guiding instruction of students. Each time that the assessments are completed, parents receive a copy of all of the results along with a full page

explanation. The explanation details how each assessment is conducted, the purpose of each assessment, expectations for each assessment, and specific ideas for helping their child if he/she is behind those expectations. The first assessment results are given to parents during conferences, providing parents with the opportunity to make sure that they have a deep understanding of the results.

The NWEA MAP assessment is used three times each year. Because this assessment is new to Audubon, we have held parent meetings specifically for the purpose of helping parents interpret their children's scores. In this evening event, Audubon faculty members lead various workshops for parents. Topics include understanding their child's results, supporting independent reading at home, and sharing the school strategy for increasing the academic performance of each student in the school.

Internally, assessment results are shared with staff primarily during grade level team meetings. The principal shares summary data with teachers, indicating how each grade level's performance in recent assessments compares with other grade levels in specific areas. If one teacher has shown stronger growth in an academic area, then that teacher will be asked to share his/her ideas about why the students have grown more than the school average.

At the beginning of the school year, the principal reviews literacy and math assessment data from the previous school year showing which individuals and teams of teachers had particular strengths in specific academic areas. Teachers who show growth that is significantly above average are highlighted, celebrated, and asked to consult with other faculty members. Teachers with areas of weakness are assigned to spend a half day observing in another teacher's classroom that showed better results. In this way, the sharing of assessment data promotes teacher and professional learning.

Students in grades 5-8 are made aware of their own assessment data through individual conferences. Students and teachers collaborate to set goals for improvement, and teachers support and hold students accountable for those goals. Goal setting has created significant improvement in our students' achievement.

4. Sharing Lessons Learned:

Audubon has hosted high level teams from the Chicago Board of Education to share our instructional and data analysis strategies. The Office of Performance Management has visited Audubon two times to learn about the types of assessments that we provide students, and the way that our faculty works together in teams to analyze those results. The information gained from these visits to Audubon was incorporated into a comprehensive data analysis guide given to all CPS schools in the summer of 2010. CPS instructional officers have also visited Audubon to learn about our approach to literacy instruction. The test results that Audubon has achieved show that we have been able to close the achievement gap while simultaneously pushing our high achieving students to higher achievement levels. This is a testament to our ability to differentiate instruction for all students effectively within the classroom.

Audubon has worked to engage teachers and leaders at other Chicago Public Schools. Audubon is a member of the New Schools Project through a local university, the Erickson Institute. Teachers and administrators within this diverse network of schools, both charter and public, participate in structured walkthroughs, classroom observations, and team meetings. These shared learning experiences have allowed Audubon staff to share with other schools the strategies that have been successful at Audubon.

Audubon teachers have also taken on professional development leadership within the district. Audubon teachers lead professional book study groups for teachers around the city. These groups meet monthly at Audubon for guided reflection on professional books. Audubon teachers host these groups in their own classrooms to promote context rich learning for teachers from other schools. Three Audubon teachers, two in mathematics and one in science, have been chosen to lead curriculum workshops for teachers from across the city of Chicago. These three teacher leaders share the lessons that they have learned about high quality content area instruction. And, two of the six Audubon teachers that have achieved National Board

Certification have served as mentors to NBC candidates from other schools. The Audubon teacher mentors assist candidates with the rigorous application process by sharing their own experiences.

Audubon takes seriously its position as a district leader, and finds many opportunities to share what we have learned with other teachers, principals, and administrators.

1. Curriculum:

Enter any classroom at Audubon Elementary School, and you will see that every classroom is unique and special. All of our teachers rely on a core set of instructional methods to ensure each student's success. Teachers use a workshop model that begins with a short, focused lesson followed by independent practice during which the teacher conferences with individuals or small groups to focus on skills for each child. Additionally, teachers use small-group, cooperative instruction throughout the day. This means you will see students working together in science, social studies, math, and literacy. We believe that social interaction is critical to the learning process, and teachers use small groups to focus students' interactions on academic goals. This core set of instructional strategies differentiates the curriculum to maximize engagement and growth for all students.

Illinois state standards guide our instruction. For some students, however, these standards are not yet achievable, while for others, these standards have already been mastered. In order to create a rigorous curriculum for all students, teachers use assessments to individualize the curriculum. Assessments such as the NWEA MAP assessment, formal running records, Math 3D, and the Core Assessments of phonics and phonemic awareness are the assessments that teachers rely upon to differentiate instruction.

Social Studies in grades PreK-3 consists of in-depth units allowing students to play the roles of social scientists. Students experience blocks of learning examining the themes of Children as Economists, Children as Anthropologists, Children as Historians, and Children as Political Scientists. In fourth grade, students study the state of Illinois. In fifth grade, students focus on indigenous populations of the new world and the sixth graders learn about ancient civilizations. Seventh and eighth grades are centered upon American History. Throughout all grade levels, social studies instruction includes map and research skills and utilizes high quality authentic literature to teach students about the world.

Physical education is important to the curriculum at Audubon. Just like the core academic areas, the focus of physical education meets our vision of helping students realize their own personal strengths and weaknesses. Additionally, P.E. promotes healthy, independent enjoyment of physical exercise. Towards this end, students participate in age appropriate activities and games beginning with developing locomotor skills by skipping, galloping and sliding. Older students develop spatial and kinesthetic awareness skills by playing games involving whole-body movements. Through various units such as yoga and aerobics, students learn healthy activities they can practice for their entire lives. Students are encouraged to experience those benefits and learn to avoid unhealthy practices. Middle School students practice sports such as Ultimate Frisbee, basketball, volleyball, and softball that teach both game strategy and how to work cooperatively within a team. Following this curricular progression, students develop physical competence and their ability to make informed choices about leading a physically active lifestyle.

Showcasing Audubon's commitment to physical education, an indoor fitness circuit is set up around the school. Any time outdoor activity is not possible, children can jump rope, hula-hoop, and stretch. The circuit has reinforced the fun of exercise, integrated P.E. throughout the day, and highlighted the beneficial effects of exercise upon students' focus and attention.

Foreign language instruction at Audubon focuses on Spanish language and Latin American cultures. All students in grades 5-8 receive Spanish language instruction at Audubon. Students learn much of the curriculum through songs, chants, and rhymes that encourage memory and correct pronunciation. Students graduating from Audubon are able to pronounce words accurately in Spanish and use the alphabet; they have mastered fundamental vocabulary and are able to have basic conversations in Spanish. Students learn these language skills while developing familiarity with and appreciation of the cultures of Spanish speaking countries.

Audubon's General Music program is offered through a partnership with the Merit School of Music. This comprehensive, sequential program introduces Pre-K through 5th grade students to the fundamentals of music including melody, harmony, rhythm and form. Singing skills are an essential component of the program, as students work toward developing accurate pitch and proper vocal technique. Movement activities, including singing games and dances from around the world, are another engaging part of each class. Instruments are frequently used as students learn ensemble repertoire on xylophones and auxiliary percussion instruments. Third grade students participate in a special year of instrument study focused on world percussion and recorder. All students learn how to read and write music and become familiar with music concepts and terminology. Creative expression is fostered through composition/songwriting and improvisation activities. Students also participate in focused listening and learn how to analyze and evaluate music. The repertoire used in class is multicultural and represents many genres and periods in history. A literacy component is also integrated into the music curriculum as students sing and create instrument parts and dramatizations to go along with books.

2. Reading/English:

Audubon uses a Balanced Literacy approach to reading instruction. Instead of relying upon a set course of pre-selected texts, teachers start with a vigorous assessment of students' skills to determine the reading needs of each student. Teachers then select texts that are at each student's developmental level. In this way, all students are challenged to grow whether they are two years behind or two years ahead of grade level. Balanced Literacy also stresses the importance of long periods of actual reading for students spent reading real texts that they choose. Students are motivated to apply the reading skills they learn to their own reading projects and interests. By sharing high quality authentic literature, much of which is chosen by the student, all of which is directed at the student's individual level, all students are able to make significant progress.

On a typical day during an Audubon reading block, the class starts with a read-aloud, emphasizing a comprehension strategy. The teacher reads aloud, pausing to model his/her thinking for the class. Then, the class forms small groups. Some groups will follow the teacher for a Guided Reading session with a teacher-selected leveled text. Other students will read independently or in pairs, while still other students may work in small groups on a word work activity or other literacy task. The classroom is not a silent lecture hall, but an active place where students construct learning by actively reading, writing, and sharing with peers.

Our approach to comprehension focuses on teaching children to be active readers, aware of their own thinking. Teachers model the habits of successful readers, focusing on high impact thinking strategies including summarizing, inferring, questioning, and synthesizing. Readers practice these strategies in isolation and combination through writing and conferring with their teacher. Teachers carefully assess students' growth in comprehension, and design tasks meant to deepen students' abilities.

Audubon has shown tremendous success closing the achievement gap for below level readers with early identification of struggling readers. Students who are identified are provided additional resources inside and outside of the classroom. Teachers' assistants provide targeted instruction to support remedial skill development. Furthermore, we provide below level students with four additional hours each week of instruction in the after school program. This additional time increases student achievement dramatically over the course of the year, helping students to catch up to their peers and succeed in school.

3. Mathematics:

Audubon uses *Everyday Mathematics* for grades PreK to 5, *MATHThematics* for grades 6 to 8, and Pearson's Educational Development Center curriculum for 8th grade Algebra. Teachers implement the curriculum using sound pedagogical practices designed to meet the needs of every student. To start, teachers balance direct instruction with student-centered exploration and encourage students to solve meaningful problems in various ways. Students solve these open-ended problems during guided whole-class and small group discussions while building number sense and making connections between different

algorithms and solution strategies. To further assist students, teachers incorporate manipulatives into lessons that scaffold students' understanding from the concrete to the abstract. Another strategy regularly used by Audubon teachers, flexible grouping, allows teachers to specifically address each student's needs by accelerating or remediating daily lessons or entire units with different materials, additional projects, or specific jobs in collaborative groups. Because they receive the tailored instruction they need, Audubon students' math skills are flourishing.

Some Audubon students need more time to grasp certain math concepts. For this reason, we use supplemental computer programs to increase the math achievement of low performing students. Students in grades 1-4 spend an extra 100 minutes each week on the ST Math program. Developed by the MIND Research Institute, ST Math requires students to use spatial-temporal reasoning to develop conceptual understandings as they work through multi-step problems. These visual non-linguistic lessons provide students with additional opportunities to learn concepts using different thinking modalities. Recently, the program was expanded to low achieving middle school students. These students spend 100 additional minutes each week remediating foundational skills using the ST Math Secondary Intervention Program. Because of these interventions, we have seen a significant decrease in the achievement gap between student groups. Over the past five years, Audubon's teachers have closed the achievement gap between students with and without IEPs (Individualized Educational Plans) from a difference of 40% meets/exceeds on the ISAT to, for the current year, a gap of zero. Similar decreases in the achievement gap have been seen for African-American students (from 38% to 2%), and for Hispanic students the current gap is only 2%.

4. Additional Curriculum Area:

The science program at Audubon combines rigorous, inquiry-based classroom instruction and authentic real-world experiences.

The core of our curriculum is composed of three strands. The first is a combination of FOSS kits (one of the most widely used programs in the U.S.) and STC kits (developed by the National Science Resources Center) used by kindergarten through fifth grade. Next, the sixth through eighth graders learn science through the SEPUP (resulting from 20 years of educational research) curriculum. Finally, all K – 8 students have at least one extra 50 minute class in the school's science lab where a Nationally Board Certified science lab teacher implements a self-authored curriculum aligned with both national and state science standards. Grades K – 5 have science at least 200 minutes per week, and grades 6 – 8 at least 300 minutes per week, exceeding district standards in both grade bands.

The teachers add a distinct dimension of sophistication to the published curriculum by focusing on the scientific method. We annually hold two science fairs: one for grades 6 – 8 and one for grades K – 5. Adult members of our school community judge the older students and the older students themselves judge the younger grades. For all students, completing a science fair project demonstrates their knowledge of the scientific method and experimental design. Our students feel pride and a sense of accomplishment from their science fair projects, but they become truly excited by all of the special science events.

Teachers integrate unique learning experiences throughout the curriculum. Each grade goes on at least one science field trip each year. Some examples of these trips are exploring a rock quarry, observing crayfish in a river habitat, and touring Argonne National Laboratory. We also have several special events right at Audubon. For "Science Night," teachers set up exploration activities, games, and other challenges that families work through together. "Science Day" has featured a chemist, botanist, physicist, and primatologist. "Garden Day" is an annual beautification event when families plant flowers in the yard around the school. Additionally, students may join after-school clubs such as Robotics and our Museum of Science and Industry sponsored science club. Such a wide variety of learning activities allows each student to find a way to be successful.

At graduation, Audubon students have learned a proven curriculum, practiced the scientific method, and enriched their lives with many authentic experiences.

5. Instructional Methods:

Powerful differentiation begins with robust assessments. Audubon teachers use formal and informal assessments to understand the needs of each learner in the classroom. Examples include the NWEA MAP and Running Records, “exit slips,” 1:1 conferencing, and quizzes. A wide range of strategies help teachers maintain an accurate picture of each student, and signal when students are ready for additional challenges. Based on these assessments, teachers then utilize three main types of differentiation.

First, teachers at Audubon differentiate the materials. For example, a teacher might use multi-leveled book groups designed to address varying reading levels. More specifically, a teacher implementing a unit on character development uses three different levels of novels; or a teacher enriching a science unit on magnetism has four different levels of non-fiction texts for the students to use. This makes the content accessible to all. In reading class, students receive word lists focusing on phonics rules and principles targeted at their individual level. Teachers also differentiate material by providing a great degree of choice in the curriculum. Students choose their writing topics and focus, choose the novel to read during Reading Workshop, and choose the topic of their science fair project. This choice differentiates the curriculum in powerful and motivating ways for students.

Second, teachers differentiate the learning process. Students regularly learn in small groups where teachers provide a varying focus of instruction for each group based on their specific educational needs. On top of that, teachers vary their lesson delivery by using independent work, hands-on experiments, visual supports, graphic organizers, and group work. In math classes, students choose how to solve problems. They can talk it out with a partner, use manipulatives, draw a picture, or use number sentences. Students receive explicit instruction for each method, but ultimately have the freedom to pursue problems in their own way. Presenting information using a variety of methods helps to ensure that students are able to both develop their weaknesses and use their strengths to build knowledge.

Third, teachers differentiate curriculum through rubrics used to grade work. Rubrics define varying levels of success for key characteristics of excellence. Rubrics provide students with a clear road map to success. Rubrics also allow teachers and students to differentiate instruction and explicitly show students areas for growth and progress. Rubrics help to differentiate final products.

Audubon teachers have well-developed skills at differentiating the curriculum to challenge each student. This is a main reason for the school’s academic success.

6. Professional Development:

Teachers at Audubon meet monthly on student non-attendance days to study and discuss instructional strategies. The primary focus of Audubon’s professional development workshops is developing teachers’ skills in two areas: data analysis and differentiation. These two areas drive everything that we do at Audubon School. Typically in small groups according to previous experience, grade level and/or subject area, teachers participate in workshops aimed at improving their skills. By working with teachers in small groups, we are able to focus on skills that each teacher needs and avoid workshops that do not directly impact their teaching.

For example, in a workshop on student assessment, primary teachers meet together to review Running Records and learn how to use Miscue Analysis. Simultaneously, middle school teachers meet to review NWEA MAP scores, and learn how to use a lesson planning tool called Descartes that accompanies the MAP scores. In a third group, non-classroom teachers develop their own assessments to measure student growth in their lab and gym classes. By differentiating for teachers, we are able to focus on school wide improvement goals in a more targeted and efficient manner.

During a two year focus on reading instructional improvements at Audubon, teachers participated in workshops that presented instructional strategies meant to assist teachers with differentiating instruction. Teachers studied reading and writing workshop models; small group and cooperative

grouping; and universal design techniques that make learning accessible to all students. These workshops addressed the area of reading instruction specifically, but also delivered skills that teachers could generalize to other subject areas.

A second type of professional development occurs during weekly team meetings. Each Wednesday, all grade level teacher teams, made up of 4 to 6 teachers, meet to discuss student work and plan instructional strategies to support student learning. Teachers work collaboratively in a supportive and challenging environment to bring out the best in each other. Group norms support risk taking and questioning, while reaffirming the professionalism of each team member.

A final type of professional development at Audubon is professional book clubs. Each year teachers self-select a professional book club. These teacher-led clubs meet once each month and allow staff to discuss the text and its application to their classrooms. By choosing their own course of study, teachers help to guide their own professional learning and the instructional progress of the school.

7. School Leadership:

The leadership philosophy at Audubon prioritizes autonomy, accountability, and transparency. We believe that by focusing on these three important traits we support innovation, increasing the capacity of all staff members, and building mutual trust.

Audubon teachers enjoy tremendous autonomy to develop and implement instructional strategies they believe will benefit children. For example, teachers plan a portion of their own professional development by forming professional book clubs. Teachers also value the freedom to plan their own balanced literacy curriculum that responds to the needs of their students, rather than following a scripted published curriculum. Furthermore, when teachers meet weekly with the administration to analyze data, teachers, not the principal, decide which skills to focus on for improvement, and how to target those skills within their classroom. In any case, teachers are encouraged to be creative, especially if they believe they have identified a better solution. This happened recently when the Kindergarten team chose a new phonemic awareness assessment. Ultimately, administration believes facilitating teachers' autonomy and decision making supports teacher risk taking and innovation, which in turn benefits students.

With this autonomy comes a high level of accountability for student progress. The school goal is 100% of students making growth goals each year. This is an ambitious goal that challenges every teacher in the school. To accomplish this, teachers review achievement data with the principal and their peers regularly. When students are not making satisfactory progress, teachers are held responsible for planning and implementing instructional changes. What is more, Audubon's teachers are intrinsically motivated, set high expectations for themselves, and are not satisfied with sub par performance. For example, when students were not making progress in vocabulary development, middle school teachers initiated a meeting with the principal and developed a plan for addressing the concern. Ten weeks later, assessments showed significant progress.

The school leadership's commitment to transparency applies to relationships with both teachers and parents. The principal works closely with many teacher and parent groups that contribute significantly to many school decisions. The principal openly discusses assessment data, school improvements and setbacks, and upcoming key decisions. Administration works from the premise that actively communicating and including parents and teachers in the process of making important curriculum, scheduling, and programming decisions helps all stakeholders to become more invested in the school and builds the teamwork needed for Audubon to thrive.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	93	89	83	78	85
Exceeds	61	43	37	38	30
Number of students tested	56	44	46	37	20
Percent of total students tested	100	100	100	76	57
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	85	90	74	77	91
Exceeds	35	38	19	31	18
Number of students tested	26	21	27	26	11
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	2	6	1
3. Hispanic or Latino Students					
Meets and Exceeds	91	88	81	82	
Exceeds	39	18	19	24	
Number of students tested	23	17	16	17	9
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	5	9	4	3
5. English Language Learner Students					
Meets and Exceeds		80			
Exceeds		30			
Number of students tested	3	10	7	0	0
6. Multiracial					
Meets and Exceeds			70		
Exceeds			30		
Number of students tested	6	5	10	1	0
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	86	84	60	51	65
Exceeds	36	34	13	14	30
Number of students tested	56	44	45	37	20
Percent of total students tested	100	100	100	76	57
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	73	90	48	46	55
Exceeds	23	33	15	4	36
Number of students tested	26	21	27	26	11
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	2	6	1
3. Hispanic or Latino Students					
Meets and Exceeds	78	94	50	35	
Exceeds	22	29	6	6	
Number of students tested	23	17	16	17	9
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	5	8	4	3
5. English Language Learner Students					
Meets and Exceeds		80			
Exceeds		50			
Number of students tested	3	10	7	0	0
6. multiracial					
Meets and Exceeds			70		
Exceeds			20		
Number of students tested	6	5	10	1	0
NOTES: Starting 2207-2008 school year, LEP students took ISAT instead of the IMAGE test.					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	96	78	100	74
Exceeds	36	35	18	33	26
Number of students tested	44	46	45	21	27
Percent of total students tested	100	100	100	58	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	95	92	71	100	71
Exceeds	14	19	13	27	19
Number of students tested	22	26	30	11	21
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	4	6	1	2
3. Hispanic or Latino Students					
Meets and Exceeds	95	94	68		
Exceeds	16	12	9		
Number of students tested	19	17	21	9	9
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	7	7	4	1
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	5	5	1	0
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	6	8	4	0	5
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	88	74	64	86	74
Exceeds	42	26	18	14	22
Number of students tested	43	46	45	21	27
Percent of total students tested	100	100	100	58	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	91	65	55	91	71
Exceeds	27	15	10	9	19
Number of students tested	22	26	31	11	21
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	4	6	1	2
3. Hispanic or Latino Students					
Meets and Exceeds	84	53	50		
Exceeds	32	6	5		
Number of students tested	19	17	22	9	9
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	7	7	4	1
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	5	5	1	0
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	6	8	4	0	5
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	90	74	89	76	68
Exceeds	19	21	14	21	7
Number of students tested	42	43	35	29	31
Percent of total students tested	100	100	100	91	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	88	61	86	67	69
Exceeds	17	21	14	19	4
Number of students tested	24	28	20	21	26
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	6	2	4	2
3. Hispanic or Latino Students					
Meets and Exceeds	88	68	91	82	70
Exceeds	12	14	10	36	10
Number of students tested	17	22	21	11	20
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	6	6	2	2
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	4	5	1	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	6	3	0	5	4
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	79	60	73	55	65
Exceeds	26	14	33	10	10
Number of students tested	42	43	30	29	31
Percent of total students tested	100	100	100	91	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	79	54	75	43	65
Exceeds	25	7	35	5	8
Number of students tested	24	28	21	21	26
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	6	2	4	2
3. Hispanic or Latino Students					
Meets and Exceeds	71	55	79	64	65
Exceeds	12	9	26	18	15
Number of students tested	17	22	21	11	20
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	6	6	2	2
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	4	3	1	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	6	3	0	5	4
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	90	90	83	68	61
Exceeds	25	38	24	6	0
Number of students tested	40	39	29	31	33
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	88	90	83	65	59
Exceeds	25	37	17	4	0
Number of students tested	32	30	23	26	29
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	6	4	6	4	5
3. Hispanic or Latino Students					
Meets and Exceeds	85	87	91	70	65
Exceeds	15	39	45	5	0
Number of students tested	20	23	11	20	17
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	7	3	5	4
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	4	1	5	2
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	3	0	5	4	4
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	78	77	76	59	61
Exceeds	20	26	21	6	6
Number of students tested	40	39	29	32	33
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	78	77	70	56	59
Exceeds	19	27	13	4	3
Number of students tested	32	30	23	27	29
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	6	4	6	5	5
3. Hispanic or Latino Students					
Meets and Exceeds	70	78	82	65	71
Exceeds	10	17	45	10	6
Number of students tested	20	23	11	20	17
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	7	3	5	4
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	4	1	5	2
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	3	0	5	4	4
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	100	76	81	85
Exceeds	34	22	30	0	15
Number of students tested	38	27	37	27	40
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	93	100	71	79	84
Exceeds	30	20	32	0	16
Number of students tested	30	20	28	24	31
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	3	5	3	4
3. Hispanic or Latino Students					
Meets and Exceeds	96	100	75	79	91
Exceeds	39	45	33	0	13
Number of students tested	23	11	24	14	23
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	2	4	5	5
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	2	4	3	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	0	5	4	3	5
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	82	93	81	74	83
Exceeds	26	19	8	7	20
Number of students tested	38	27	37	27	40
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	83	90	79	71	84
Exceeds	23	20	7	4	19
Number of students tested	30	20	28	24	31
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	3	5	3	4
3. Hispanic or Latino Students					
Meets and Exceeds	91	91	75	79	83
Exceeds	22	18	8	7	17
Number of students tested	23	11	24	14	23
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	2	4	5	5
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	2	4	3	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	0	5	4	3	5
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	84	96	81	77
Exceeds	38	32	0	19	15
Number of students tested	26	37	23	32	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	95	84	95	77	74
Exceeds	21	29	0	23	10
Number of students tested	19	31	19	26	39
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	6	2	3	5
3. Hispanic or Latino Students					
Meets and Exceeds	90	82	92	75	73
Exceeds	50	32	0	15	12
Number of students tested	10	22	12	20	26
4. Special Education Students					
Meets and Exceeds					36
Exceeds					0
Number of students tested	1	4	3	4	11
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	2	2	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	5	4	5	4	6
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISAT

Edition/Publication Year: 2006 to 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	81	78	94	85
Exceeds	0	11	0	9	0
Number of students tested	25	37	23	32	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	94	81	79	92	82
Exceeds	0	10	0	12	0
Number of students tested	18	31	19	26	39
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	6	2	3	5
3. Hispanic or Latino Students					
Meets and Exceeds		77	83	90	81
Exceeds		9	0	10	0
Number of students tested	9	22	12	20	26
4. Special Education Students					
Meets and Exceeds					64
Exceeds					0
Number of students tested	1	4	3	4	11
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	3	2	2	1
6. Multi-Racial					
Meets and Exceeds					
Exceeds					
Number of students tested	5	4	5	4	6
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	93	88	83	80	75
Exceeds	37	33	23	20	14
Number of students tested	246	236	215	177	198
Percent of total students tested	100	100	100	85	89
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	90	85	79	75	73
Exceeds	24	28	17	16	10
Number of students tested	153	156	149	134	157
2. African American Students					
Meets and Exceeds	91	77	65	57	37
Exceeds	27	15	9	5	0
Number of students tested	22	26	23	21	19
3. Hispanic or Latino Students					
Meets and Exceeds	91	85	81	79	77
Exceeds	28	26	19	16	14
Number of students tested	112	112	106	91	104
4. Special Education Students					
Meets and Exceeds	93	74	56	46	35
Exceeds	11	16	13	13	4
Number of students tested	28	31	32	24	26
5. English Language Learner Students					
Meets and Exceeds	71	61	50	42	
Exceeds	0	11	8	8	
Number of students tested	14	28	24	12	5
6. Multiracial					
Meets and Exceeds	96	100	86	71	63
Exceeds	42	32	21	29	13
Number of students tested	24	25	28	17	24
NOTES:					

11IL9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	84	77	71	69	74
Exceeds	27	22	16	10	13
Number of students tested	244	236	212	178	198
Percent of total students tested	100	100	100	85	89
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	82	75	66	64	72
Exceeds	20	18	13	6	11
Number of students tested	152	156	148	135	157
2. African American Students					
Meets and Exceeds	82	62	61	41	58
Exceeds	18	19	0	0	0
Number of students tested	22	26	23	22	19
3. Hispanic or Latino Students					
Meets and Exceeds	81	73	68	69	74
Exceeds	18	14	13	10	13
Number of students tested	111	112	104	91	104
4. Special Education Students					
Meets and Exceeds	43	39	23	29	35
Exceeds	4	3	0	4	4
Number of students tested	28	31	22	24	26
5. English Language Learner Students					
Meets and Exceeds	25	43	23	50	
Exceeds	0	18	0	0	
Number of students tested	12	28	22	12	5
6. Multiracial					
Meets and Exceeds	96	88	79	59	63
Exceeds	33	16	14	6	4
Number of students tested	24	25	28	17	24
NOTES:					

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