U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IL10

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☑	☑	☐

Name of Principal: Mr. Faren D'Abell

Official School Name: Frazier International Magnet School

School Mailing Address: 4027 West Grenshaw Street
Chicago, IL 60624-3930

County: Cook State School Code Number*: 1501629902945

Telephone: (773) 534-6880 E-mail: fdabell@cps.edu

Fax: (773) 534-6616 Web site/URL: http://fraziermagnet.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Barbara Byrd-Bennett Superintendent e-mail: bbyrd-bennett@cps.edu

District Name: Chicago Public Schools District Phone: (773) 553-1000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. David Vitale

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)

**Non-Public 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, Director, National Blue Ribbon Schools (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, National 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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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

1. Number of schools in the district
   - 515 Elementary schools (includes K-8)
   - 14 Middle/Junior high schools
   - 184 High schools
   - 0 K-12 schools
   - 713 Total schools in district

2. District per-pupil expenditure: 21851

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: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	14	25
1	8	15	23
2	8	14	22
3	8	17	25
4	10	13	23
5	8	18	26
6	11	15	26
7	9	14	23
8	13	11	24
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			217

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
98 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
1 %	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 2011-2012 school year: 8%

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

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	5
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2011	217
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 95%

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: 12%

Total number of students served: 25

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

2	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
6	Emotional Disturbance	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	9	4
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	1
Paraprofessionals	6	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	2	9
Total number	23	14

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: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	96%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Frazier International Magnet School is one of only seven authorized International Baccalaureate Primary Years Programme (IBPYP) schools in the state of Illinois. We are the second highest performing IB school in the state and the highest performing in Northern Illinois.

Frazier was created to address the lack of high-quality educational opportunities in Chicago's North Lawndale neighborhood. Dr. Martin Luther King, Jr. lived in the neighborhood in 1966 and described the lack of commerce and the presence of a "color tax" on produce because only one grocery store was present in the neighborhood. Today there are still many more liquor stores than there are grocery stores in the neighborhood serving nearly 50,000 residents. The population is approximately 95% African American and 5% Latino. Nearly all of the residents of North Lawndale and neighboring Austin fall below the line required to receive free or reduced lunch. Frazier International Magnet School is a bright oasis of hope in the middle of a community faced with challenges.

Frazier students moved from 62.5% proficiency on the state test in 2008 to 91.9% in 2010 making Frazier the first 90/90/90 school in Chicago. 95.2% of Frazier students met or exceeded state standards in 2012. Governor Pat Quinn proclaimed October 25 – 31, 2010 as "Frazier International Beating the Odds and Educating Our Children Week in Illinois." Many others have noticed and acknowledged the continued successes of Frazier including the University of Chicago, the Steans Family Foundation, BMO-Harris Bank, De Paul University, the Chicago Board of Education, National Public Radio, U.S. Sen.Mark Kirk, Congressman Danny Davis, Secretary of Education Arne Duncan and Chicago Mayor Rahm Emanuel. Mayor Emanuel chose Frazier International, based on our high performance, selected Frazier as the only Chicago school to receive a large, $1.7 MM, grant to build a new school park and playground.

The Frazier mission is to encourage "the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society". Our mission-based objective for 2010-2013 is to improve character development.

Our vision is that "All students at Frazier International Magnet School will model excellence through academic achievement in reading, math, problem solving, science, technology, character development, and leadership. They will contribute to a global society by making a positive difference in the world." Our vision-based objective for 2010-2013 is to create students who will contribute to a global society by becoming critical thinkers.

The mission and vision statements were created with our founding teachers to align to our own personal ideals for international education as well as align with the mission of the International Baccalaureate and Magnet Schools of America's mission to "promote equity, diversity and high expectations for academic achievement within the school.

Current principal Faren D'Abell was a founding teacher and later administrator (IB coordinator and assistant principal prior to becoming principal) who worked with the Frazier staff to create a solid internationally-minded curriculum based on the philosophies of the International Baccalaureate, the Common Core State Standards, and research-based best practices. Through monthly reflection, the curriculum is constantly evolving. From its first year in operation, Frazier focused on data-driven decisions. Various assessments are utilized throughout the year in all grades to create or update an individual learning plan for every student. Students, parents, and teachers are on the same page. Students and teachers work together to set goals for future growth.

Even though Caucasian families make up only 0.6% of the Austin-North Lawndale neighborhood , we have made strong efforts to attract a diverse student body. We have hosted discussion groups for majority group parents to learn what it is they desire in a school. The three things that repeatedly came up were: 1) a quality education better than a neighborhood school; 2) physical and emotional safety; and 3) diversity of the students and staff.

We have worked diligently on all three of these requirements and have excelled in most areas. We reach out to our own community and well beyond. We attend two large school fairs for prospective parents each year. The first, sponsored by the Chicago Public Schools (CPS) Office of Academic Enhancement sees 1,000 – 2,000 diverse parents.

We expose our students, families and community to diverse cultures. Many parents have attended our international nights, Aztec dance performances, Spanish Flamenco dance performances, and live artists drawings. Parents are invited into classrooms to experience our high quality learning. First grade students demonstrate collegial discussions about literature while third grade students participate in literature circles and middle school students engage in curricular debate in multiple subjects. We offer summer enrichment programs for incoming students to ease the strain of summer transition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Illinois Standards Achievement Test (ISAT) is the state test of record to measure student achievement. The four levels of performance are Academic Warning and Below Standard –which both fall below state standards; and Meets Standard and Exceeds Standard – which are self-explanatory.

As our school is nearly homogenous in racial and socioeconomic demographics, there is no subgroup large enough to analyze (fewer than 10 students exist in each of the racial groups outside of Black and fewer than 10 exist in the group of non-low income). When comparing male and female students, the largest gap is four points whereas 96% of our girls meet and exceed state standards in mathematics and 100% of our boys meet and exceed in mathematics.

Our students have performed at extraordinarily high levels. Our students did not start at these levels. This has been a solid progression from 62.5% of our students meeting and exceeding standards in 2008 to 95.2% in 2012. In 2010, 17% of our students exceeded state standards. We set a lofty goal to double the number of "exceeds" students in two years.

We worked with our community partner, the Steans Family Foundation, to provide funding for professional development on rigorous and relevant learning activities. In 2012, 32% of our students exceeded standards. That was an 83% increase in students exceeding - just shy of our target. Our students outpaced the well-resourced AUSL schools by 24 points, outpaced west side schools by 40 points, and our students outpaced charter and contract schools by 60 points. Indeed, Frazier now ranks #2 when compared to 129 schools that make up city-wide AUSL, Charter and Contract schools as well as west side K-8 and middle schools based on percentage of students exceeding standards in 2012.

Frazier International Magnet School students are accustomed to new and exciting ways to learn. These instructional methods, accountability by all stakeholders for student learning, and administrative commitment and support are the reasons why our five year growth is so impressive. We know that cooperative learning strategies are successful in boosting the achievement of all students from gifted to struggling. We implement Kagan cooperative learning structures in all classrooms. The structures provide a way for students to feel valued, to feel a part of the class and school, and to have equal participation. In class, teachers use theatrics, hands-on activities, peer support and editing, student-student tutors, and video taped lessons.

Technology is also an important part of Frazier's instructional repertoire. We are able to create differentiated instruction by allowing students access to the Renzulli learning system, virtual high school, iPads and Macbooks at an almost 1:1 ratio, interactive weather monitors, USB microscopes, and more. Students receive twice weekly Spanish instruction – once learning vocabulary and culture from the language teacher and another where the teacher facilitates fluency practice using Rosetta Stone. Literature circles and whole group questioning strategies have been implemented and students take control of their learning allowing them to better comprehend and ask high level questions.

Teachers participate in at least of 100 hours of professional development each year. Professional development is aligned to our magnet theme through PD provided by IB. Teachers also participate in extended day professional development related specifically to our IB programmes. Teachers are provided with an opportunity to identify areas of desired professional growth and are paired with other teachers who excel in that area. Substitute educators are made available so that teachers may visit each other's classrooms to observe best practices. Many in-house professional development opportunities are created as a result of teacher needs and input.

Educational activities are always aligned to the mission and vision of creating global citizens who will make a positive change in the world. A large part of this alignment involves helping students understand the perspectives of others. Every grade becomes an expert on a different country around the world. By the end of eighth grade, all students have become experts in at least one country on every continent. During our reading block, resource teachers (e.g. Spanish, P.E., Library/technology, etc.) push into classrooms to provide an additional lead teacher for guided reading groups. Twice as many students receive small group instruction daily through this method. We wholeheartedly subscribe to the IB PYP philosophy of transdisciplinary teaching in grades K-5 as a foundation for future learning.

One example of our transdisciplinary learning that supports our mission and vision is our third grade unit with the central idea "Water is a finite resource in infinite demand." Our unit starts with the typical content of a unit about water – learning about the water cycle, exploring the need to conserve water, and exploring the uses of water. But in our school it goes much further. The third grade focus country is Kenya. Third grade students explore the social aspect of water. They inquire about the wars between tribes over water rights. Several students wonder about the fairness of one group controlling a water source. Students learn the differences between crop growth in a water-rich state like Illinois and a water-poor country like Kenya. Beyond the social science and environmental science components of water, students utilize their mathematics skills by charting and graphing water usage at home. Some students expand on the topic and create science projects that examine the effect of water loss on plant growth. One student explored the affect water temperature has on plant growth. The unit allows for multiple expressions of student learning as well as freedom for students to inquire.

2. Using Assessment Results:

Assessment is an important part of our holistic system of teaching and learning. Considerable amounts of training are provided to and by teachers, staff, and students in the use of assessment. Teachers participate in IB level 3 workshops in assessment, work one-on-one with education consultants to learn how to better design summative and formative assessments, and utilize new assessment models like the D'Abell Visual Learning and Assessment Model (DV-LAM) created by our principal and presented at the Magnet Schools of America conference. We also use traditional formative, benchmark and nationally normed assessments to help students and teachers create learning goals and objectives. Our assessment policy, aligned with our IB magnet theme, identifies the purpose of assessment as a method to inform instruction. Authentic feedback is given in a timely manner by teachers and peers with opportunities to demonstrate mastery.

Performance Management has been part of our school's repertoire almost since our inception. Our current principal, while a fourth grade teacher in our first year open, utilized his data analysis skills to manually calculate the proficiency results of his students on the Chicago Reading Benchmark and Chicago Math Benchmark tests. The district encouraged teachers to utilize the tests to re-teach, but the results were not available from the district for weeks after the tests were administered. The former teacher, now principal, created item analyses and began changing his instruction the day after the test, not three weeks after the test. This type of quick turnaround using data to inform instruction became an hallmark of Frazier instructional methods. We began manually analyzing benchmark and other formative assessment data before data was returned to us formally.

Prior to CEO Ron Huberman making performance management a widespread practice, Frazier was already engaging in this practice with our teachers and even our students and parents. Students have always been an important part of setting their own goals and identifying their own strategies, with assistance for teachers, to improve academically.

Currently, students access the relevant data on their own progress and identify goals for improvement three times per year. While we give students benchmark goals based on test predictions from NWEA or Scantron, studens are encouraged to think beyond the calculations and be reflective on the kind of students they truly are. If a standardized benchmark test identifies a student at the 30th percentile, but the

student and teacher know that the student can achieve at least an average level, then the student, in consultation with parents and teachers, may set their goal to achieve at the 50th percentile rather than at 35th percentile where the test maker's prediction has them placed. Students utilize graphic charts three times per year to illustrate their actual performance, their goals, and their performance against those goals. This information is created by the students, facilitated by teachers, and shared with families.

In the last 5 years, Frazier used the Scantron benchmark assessment, the Chicago Benchmark Assessment, DIBELS, mClass math, and the NWEA benchmark assessment. Each of these served the same purpose – at Beginning of Year to assess student strengths and weaknesses and outline a plan, with the students, to determine how to best educate them using differentiated instruction. Goals are set, monitored, reviewed, and adapted as necessary. Meetings with parents and students are a regular occurrence to discuss ongoing results and plans of action.

3. Sharing Lessons Learned:

Frazier International Magnet School and its teachers have received many accolades for their achievements. The accolades have allowed us to share our knowledge with others. The school was honored with a state proclamation naming October 25 – 31, 2010 as "Frazier International Beating the Odds and Educating Our Children Week in Illinois." Our achievements were covered by NPR / WBEZ and were acknowledged by the Chicago Board of Education when they named us a school of excellence. As a result of the 90/90/90 proclamation, Frazier hosted an evening of best practice sharing and entertainment. An NPR show host facilitated a panel discussion of Frazier teachers and then a panel of experts to describe the actions necessary to become a 90/90/90 school.

Frazier teachers are finalists or winners of the CEO's Teacher of Excellence, Office of New Schools Teacher of Excellence Award, and a Staples teacher award. Frazier is not only the first 90/90/90 school in Chicago and the only 90/90/90 school in the state in 2010 but has achieved this feat three years in a row. Of the 1,532 elementary schools in Illinois with more than 50% low income students, Frazier ranks #20 in reading and #18 in math. Frazier won 2012 awards in their 39 school network for most on target student growth, highest percentage on grade level for K-2 reading and math, highest K-8 composite scores on the state test, and best attendance. All of these feats make Frazier a prominent place to visit.

We hosted the superintendent from Grand Rapids, Michigan and her top level team on two occasions. They asked questions of the leadership team and visited classrooms to observe our best practices. A similar tour was hosted for a group of 20 teacher leaders from Kansas City. The director of school supports for International Baccalaureate North America visited and spoke with students about their experiences. Frazier has hosted the Illinois P-20 Council and U.S. Senator Kirk's educational advisory board at the school to share our best practices with decision makers. Illinois Gov. Quinn's Deputy Chief of Staff for education visited and participated in our 90/90/90 sharing our knowledge evening. Several schools in Chicago schedule observations at Frazier as well. We have an open door policy and make no claims to be perfect. Frazier teachers and administrators continue to learn from other schools as well. As a whole, Frazier teachers and administrators visit more than 15 schools per year in Chicago and around the country.

Our administrators are regular speakers at national and local conferences and workshops regarding improving urban education, inquiry methods, and culture of calm classrooms. Administrators have presented at local and national workshops and conferences. Localy, administrators have been tapped to deliver best practice professional development to staff at other Chicago Public Schools for topics like inquiry-based classrooms, cooperative learning techniques, and backward design unit planning. Administrators have presented to the University of Chicago, Chicago Public Schools Office of Academic Enhancement, Magnet Schools of America national conference, and the Congressional Black Caucus (CBC). Secretary of Education Arne Duncan challenged participants at an "Educating Black Youth" meeting of the CBC to "visit Frazier International Magnet School on the west side of Chicago" to learn first hand how low-income, high minority schools can succeed.

Teachers are also leaders in this realm and present our best practices at Chicago school network professional development activities as well as at national conferences. Teachers presented at the Magnet Schools of America conference in Indianapolis on improving urban education. They presented to a packed house of teacher leaders and administrators from across the country.

4. Engaging Families and Communities:

Parents and members of the community are an important part of Frazier's success. Parents attend "Parent University" where they learn instructional strategies used in the classroom. They also participate in the Local School Council, the Parent Advisory Council (NCLB) and the PTA.

Community members from business and academia also support the school. We receive intellectual support from university and think tank partners. We are now a "go to school" for cultural and international organizations who want to partner with a school who will create and utilize best practices. We were the first low-income middle school allowed to participate in the Chicago Debate League. We are one of two schools selected to partner with the Chicago Cultural Alliance to provide intense training and cultural resources for our students. We were chosen as one of three schools in Chicago to pilot a virtual high school program allowing our middle school students to take virtual classes and receive high school credit years before they set foot on a high school campus. Ravinia – a large outdoor music venue – provides visiting artists and opportunities for students to venture out to listen to professional musicians. We are in a pleasant spot of being approached for so many partnerships that we have to turn several down each year.

Partnerships with local government and universities has caused many of our government partners to wonder why we have not expanded our program. We currently share a school site with a charter school of a similar name. Both schools are at capacity in the current space available. We have been asked by many parents, community members, and our alderman about the possibilities for expansion. We have also been asked about the possibility of increasing capacity by expanding into a high school. The IB programs run the K-12 range and we are reviewing requirements that would satisfy this community need and allow us to continue our strong history of achievement into high school. This would allow our current students and countless additional new students to experience the Frazier difference beyond K-8. As we explore the possibilities and learn from others who have already traveled down this path, we will make an informed proposal to our network chief and CEO.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Frazier International Magnet School has always had a close alignment between learning standards and our core curricula. As a relatively new school and as an International Baccalaureate Primary Years Programme and Middle Years Programme school, we have had the benefit of creating our curricula from the ground up.

Our curriculum in the Primary Years Programme (K-5) was created under the umbrella of six transdisciplinary themes, developed by the International Baccalaureate Organization, that incorporate local and global issues:

- **Who we are**: Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **Where we are in place and time**: Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves**: Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works**: Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **How we organize ourselves**: Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **Sharing the planet**: Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution

Our faculty and staff utilized these themes to develop our first “Program of Inquiry”. After ensuring that all state standards were addressed naturally, we continue the process year after year to ensure that enrichment subjects like arts and physical education are a part of the program. As state standards changed to the common core, we re-evaluated the curriculum to ensure that we were teaching and students were gaining necessary skills and knowledge. Because inquiry is the basis for most learning at Frazier, the common core transition has been an easy one.

The transdisciplinary nature of our curriculum is such that various subjects are interconnected. For example, third grade students inquire into the central idea that "Water is a finite resource in infinite demand". As Kenya is the focus country for third grade students at Frazier, they learn about the social science impact of a lack of water. They explore the political ramifications of a small number of people controlling the water for a whole country. From a mathematics standpoint, students estimate, using water usage logs, how much water they use in a given week. They chart and graph their usage and compare that to their classmates. From a science aspect, students explore the different forms of water and the

contamination and cleanup of water. From an art standpoint, students review art from Sri Lankan students on the importance of water. They explore the symbolism in the art. The same teacher works with students in all of these subjects so that when they make natural connections, the teacher can affirm and facilitate such connections.

Foreign language is an integral part of our program as well. All students in grades K-8 receive instruction in Spanish as a second language. We utilize both a classroom Spanish teacher for culture and vocabulary as well as Rosetta Stone to analyze student fluency and improve vocabulary. Most students test out of freshman year Spanish classes when they reach high school.

We explore various careers with students and college is always the goal. Meetings with parents and students explain the need to focus on career and college as early as kindergarten. Career fairs happen annually and several students participate in a career mentoring program with a professional in the career the student hopes to enter.

Frazier also has a jobs program for our graduates who are now in high school. These students are recruited to return to Frazier and be paid as tutors and daily workers during our Saturday School tutoring programs and as technicians for after school assemblies, etc. We continue the Frazier family involvement well past 8th grade and hope to keep a happy, healthy, educated family for many years to come. Siblings of former students are already expressing the future vision of being hired for their first job as a tutor after they graduate. Providing students with a positive vision of career and college is one more way our school connects the real world to the school world.

2. Reading/English:

Our reading curriculum is organic. In our early years we utilized, almost in a scripted way, the Pearson/Scott Foresman Reading Street basal. As our transdisciplinary program continued to grow, we moved to balanced literacy and utilized the basal as a resource rather than as a script. For example, students in fourth grade read the basal excerpt of the Great Kapok tree. This is read during their unit on how humans impact their environment. Teachers have been trained to implement instruction on reading skills and strategies with any text, rather than just the text preselected by a publisher.

The transdisciplinary philosophy, which fosters connectedness between seemingly disconnected topics, requires that we provide students with connected content. In addition to the basal stories, we utilize novels, leveled readers in social science, science, and reading, nonfiction text, Achieve3000 leveled Associated Press articles, and more. Students experience real-world reading experiences that tie to real world problems.

For several years we contracted with Reading in Motion to provide interactive engagement with reading for K-2 teachers and students. This tactile connection to reading supports our emerging readers. As funding is available, we involve our Kindergarten students in our summer enrichment program. We believe it's important to help these new, young, students understand school protocol and the nature of inquiry before being expected to "jump in" in the fall.

Students have access to nearly a dozen online interventions and enrichment including Achieve3000, Study Island, I-Ready, Apex Online Learning, and more. While we have students enter our school from the 9th to the 90th percentile, we differentiate for each student. Students who have achieved beyond the 8th grade level receive after school and Saturday school enrichment as well as opportunities to take for-credit online high school courses.

We have interventionists who support students through additional small group pull out as well as push ins to the classroom. These interventionists support both below level and above level students. Regular progress monitoring and adjustment to the interventions is a key to this success. Students are an important part of developing goals for their learning and have input into the supports they need.

Additionally, our literacy block spans a minimum of 150 minutes of literacy instruction daily. This is divided into a plan of balanced literacy that includes working with words (vocabulary), fluency, writing, literature circles, guided reading, etc. During this block of time in the morning for K-5 students, no special classes (P.E., Art, Technology, etc.) happen. Instead, the certified specials teachers are in each K-5 classroom to act as a reading teacher, thus reducing the student teacher ratio to approximately 12:1. In middle grades, the schedule is such that each of the disciplinary teachers is able to support 6th grade - 8th grade students for a minimum of 1 hour each day during literacy.

Our newest initiative in middle school is to make "every teacher a reading teacher". While we have disciplinary scheduling where students have distinct instruction in reading, humanities, writing, mathematics, Spanish, and science (in addition to specials classes like technology and physical education), all middle school teachers have the directive to incorporate reading strategies and skills in their daily instruction. We have a schoolwide "focus skill" like connecting or summarizing nonfiction that all teachers in all grades teach. We even make the effort to connect the skill to mathematics. When the schoolwide literacy focus skill is sequencing, for example, mathematics classes look at patterns and order of operations.

Recently, the principal had a discussion with several middle school boys who were reading the novel, Our America, about boys in the Ida B. Wells projects who killed a girl in the 1990s. The middle school student asked how this was social studies. The principal asked what social studies was all about. The student identified that it was the study of socialization. The principal clarified that it's the study of social interactions, often based in historical context. The student acknowledged that reading this novel and utilizing the reading skills and strategies they just discussed in their official reading class, did indeed constitute social studies. The student then said "Oh, that's why our science teacher is teaching us reading skills, too?" This teaching reading across the curriculum will take us to the next level of achievement.

3. Mathematics:

Our mathematics curriculum has changed over the years. In our first years, we used Saxon math to teach the foundational skills and then moved to Scott Foresman mathematics for 4-8. After two years we moved middle school students to Envision math which supported more critical thinking skills and aligned with the, then, upcoming Common Core. Finally, two years ago, we moved all grades to Envision Common Core.

The move from Saxon was a result of students struggling with more in-depth inquiry in mathematics when they reached fourth grade. Students did well on foundational skills but their critical thinking skills were lacking. Envision provides students with more hands-on, inquiry based instruction with daily technology components.

We also utilize Smart Table interactive tables in our K-3 classrooms. Students participate in cooperative learning activities at the electronic tables. The activities are aligned to the units of inquiry to maintain our transdisciplinary nature of teaching and learning. All classrooms also have Interactive white boards (Promethean) as well as document cameras so that students can manipulate objects electronically and share their thinking with classmates. This technology also allows the capability for teachers to save lessons and interactions so that students who were absent can share the inquiry.

Students who perform below and above grade level receive the same intervention support we have for readers who are below or above level. They receive small group instruction, pull outs as necessary, and access to online interventions and enrichments during the school day as well as during our after school and Saturday school programs and at home. Programs like Study Island, I-Ready, and PrepDog give students the needed enrichment and support they need. Our middle school math lead also has release time during the day to support students in K-5 to prepare them for middle school math.

Students who are well above level are given the opportunity to take free online for-credit high school classes through a partnership with Apex Learning.

Events like Family Math Night and interdisciplinary field trips to the Museum of Science and Industry, the Chicago Architectural Foundation, as well as after school enrichment activities like Chess and Yearbook (design and layout), allow students to use their knowledge of patterns and mathematical/logical thinking in real-world applications.

4. Additional Curriculum Area:

The Frazier mission is to encourage "the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society".

The mission is at the core of every decision we make - whether it be academic, social-emotional, or financial. The inquiry-based nature of our programme and the intense focus on cultural awareness and character development affect the way we integrate "non-core" subjects. While the state deems math, reading, and science to be the only tested subjects, the philosophy of International Baccalaureate, to which we subscribe, is such that eight subjects have equal importance. The subjects are science, arts, mathematics, social studies, language A (English/Reading), language B (Spanish), physical education, and social and personal education. While we may not explicitly teach every subject in isolation every day, students make connections between what they learn and what they experience.

Arts is one curricular area in which we do not have explicit instructional minutes assigned but an area in which students gain competence and exposure regularly. We utilize artists-in-residence to support our arts integration with our units of inquiry. Artists from various disciplines (visual arts, musical arts, and dance), meet with teachers prior to a new unit starting. The artist and teacher plan for meaningful ways to integrate arts so that the art is part of the learning rather than an after thought. Students in kindergarten, for example, work with a visual artist during a unit about seasons. The students take a nature walk and identify various leaves. Students observe the leaves, journal about the characteristics of the leaves, what they think the leaves might look like in a different season, and then turn the leaves into an everlasting tree. The tree, with preserved leaves and metal "branches", is then used to act as a representation of the seasons. Students place words and pictures that represent each season on the leaves. Students remember the engaged learning that occured for years to come.

5. Instructional Methods:

Frazier International Magnet School students are accustomed to new and exciting ways to learn. We know that cooperative learning strategies are successful in boosting the achievement of all students from gifted to struggling. We implement Kagan cooperative learning structures in all classrooms. The structures provide a way for students to feel valued, to feel a part of the class and school, and to have equal participation. In class, teachers use theatrics, hands-on activities, peer support and editing, student-student tutors, and video taped lessons.

Technology is also an important part of Frazier's instructional repertoire. We are able to create differentiated instruction by allowing students access to the Renzulli learning system, virtual high school, iPads and Macbooks at an almost 1:1 ratio, interactive weather monitors, USB microscopes, and more. Students receive twice weekly Spanish instruction – once learning vocabulary and culture from the language teacher and another where the teacher facilitates fluency practice using Rosetta Stone.

In addition to USB microscopes in science, we also utilize tablet PCs and SPARK learning systems. The SPARK systems have interchangeable probes that allow students to explore anything from heart rates to the transpiration of oxygen from leaves. Once the inquiry is complete and data is collected, students can use the tablet PCs to graph and annotate the data. Additional SPARK systems were purchased to allow PE students to integrate technology into their daily PE routines. They can monitor their heart rates during various activities, graph their change, and understand which activities produce the most effective cardiovascular benefits.

Literature circles and whole group questioning strategies have been implemented and students take control of their learning allowing them to better comprehend and ask high level questions.

Our ability to provide specialized instruction during our 2 1/2 hour literacy block allows students of all levels to receive the individualized attention they need. The success of this is witnessed in our recent "Need to Exceed" program. In 2010, 17% of our students exceeded state standards on the ISAT test. We set a goal to double that in two years - a lofty goal that we did not expect to fully realize. With goals set by students and teachers, individualized learning plans, interventions and enrichments, we were able to increase the number of exceeds by 83%. This growth rate in exceeds was 20 points better than the AUSL Turn Around group citywide, 40 points better than west side neighborhood schools, and 60 points better than citywide and charter schools.

We are continuing to produce meaningful differentiated homework. TeenBiz is a program that allows us to provide common themes, concepts, and content while delivering it at a students' independent reading level. The program provides Associated Press articles on thousands of topics, but allows the teacher to print the article in a modified form that meets each student's reading level. In the third grade unit on water, the teacher can find an article about water consumption that may have originally been written at a 9th grade level and print it at a 2nd, 3rd, and 5th grade level to match the levels of her students.

6. Professional Development:

Teachers participate in at least of 100 hours of professional development each year. Professional development is aligned to our magnet theme through PD provided by IB. Professional development is also aligned to district and school goals. Professional development ranges from how to utilize technology in the classroom to how to assess and progress monitor students to how to use relaxation techniques to reduce stress in students and self.

Teachers also participate in extended day professional development related specifically to our IB programmes. Teachers are provided with an opportunity to identify areas of desired professional growth and are paired with other teachers who excel in that area. Substitute educators are made available so that teachers may visit each other's classrooms to observe best practices.

Weekly IB meetings and grade level meetings continue. We are also providing more one-on-one time with teachers who need additional help more fully developing their units or implementing specific strategies.

All teachers actively engage in PD sessions on common core state standards sponsored by our area instructional office. K-5 teachers collaborate with the artists in residence to create and implement art strategies for teaching key concepts in the units of inquiry. A book of strategies was produced to help all teachers recreate the arts integration strategies used in the classrooms of other teachers. Staff may request substitute coverage so that they may view another teacher in action in an area the viewing teacher needs support.

We continue to work with Dr. Dan Scheinfeld of the world-renowned Erikson Institute. He continues to observe lit circles and provide one on one consultation for the teachers. He works with them to explore how to enhance vocabulary development in the lower grades.In the intermediate grades, Dr. Scheinfeld facilitates a pilot program with teachers around balanced literacy. This was a professional development program to which we've devoted considerable resources. This PD focus came from an individual teacher's request for personal professional development. We responded by asking her to secure the commitment of her team to engage in the same learning. When the team committed, the administrative team committed to supporting them in their growth with resources of time, budget and support personnel.

Teachers are taking more ownership of their own learning. Many teachers are meeting independently and creating PLCs of their own choosing. They, for the most part, feel compelled to share their learnings with the greater staff.

Teachers in grades 2-8 continue intensive literature circle professional development with Dr. Dan Scheinfeld. Dr. Scheinfeld video tapes literature circle implementation, makes recommendations, and meets with teachers to debrief their implementation. He is also working now with Kindergarten and First grade on infusing rigor into reading instruction at early childhood. This group is working on a bookstudy related to this rigor.

As we have become more confident in instructional strategies, our professional development is ever increasing in the area of social-emotional development both in teachers and students. Professional development in meaningful service learning, relaxation techniques, and classroom morning meetings are some of the areas of focus in recent and coming years.

7. School Leadership:

The chief responsibilities of the principal every day are as an instructional leader, a planner, partnership builder, and a communicator. As such the principal and assistant principal spend hours each day in classrooms as a participatory observer and formal observer. On most days the principal or assistant principal enters a classroom and observes briefly to get an overview of the lesson. The leadership observer meets with students to understand how they understood the lesson and determines whether the students understand why they learned what they were learning. Often, as observers, leadership participates in the lesson and asks students to teach the observers what it is the students are learning.

As planners, leaders meet with teacher leaders and the instructional leadership team to plan for improvement. This may be an after school school improvement plan meeting, a discussion about common core state standards, or a PLC to review student work or formative assessment data. These discussions inform future professional development plans and cycles back so that observations are more focused.

As partnership builder we meet with staff, district office personnel (Operations, Chiefs, CEO, Instructional Support Leaders, etc.), community partners (Steans Family Foundation, Mayor Emanuel, church partners, BMO-Harris Bank, U.S. Senator Kirk, etc.) and parents (individual parents, PTA, LSC, Parent Advisory Council members, etc.). Meetings with partners revolve around improving student outcomes academically and social-emotionally. We work tirelessly to advocate for additional social-emotional supports, resources to provide more in depth inquiry for students, and for an environment that celebrates the inquisitive nature of our students. Many professional development plans are developed as a result of parent, community, and staff suggestions. Our new "Calm Classroom" initiative is a result of our Parent Advisory Council suggesting social emotional supports for our children.

As communicators we speak with a wide array of stakeholders each day. We speak with families as they drop off or pick up children. We speak with parents when they have questions or concerns. We communicate with families through our monthly newsletter, "robo-calls", digital marquee, and website. We communicate with teachers and staff through weekly newsletters and face-to-face interactions daily.

We communicate daily with a variety of students – from asking probing questions about sea life at various levels of the ocean to challenging a student to defend their chosen definition for a vocabulary word.

Communication with local, state, and federal officials results in supportive partnerships. Illinois Gov. Pat Quinn proclaimed October 25 - 31, 2010 as "Frazier International Beating the Odds and Educating Our Children Week in Illinois." Our principal is a member of U.S. Senator Kirk's educational advisory board and has visited Capitol Hill to speak with legislators about the values of an inquiry-based magnet education. Our principal's discussions with Mayor Emanuel resulted in a front page photograph in the Wall Street Journal and a grant from the Mayor of $1.7 million given only to Frazier International to build a new park. The Mayor told students and staff that Frazier's impressive continued growth is the reason for him choosing Frazier as the sole recipient of the major grant.

Leadership in our school is not limited to those with an explicit administrative title. Staff members including teachers, interventionists, and educational support personnel are part of leadership teams and committees that lead the direction of the school. Staff feel free to bring up new ideas. New initiatives are often a result of a stakeholder suggestion.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100	95	100	82
Exceeds	39	48	45	48	24
Number of students tested	23	23	22	25	17
Percent of total students tested	100	96	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	4	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	95	100	82
Exceeds	39	45	45	42	24
Number of students tested	23	22	20	19	17
2. African American Students					
Meets/Exceeds	100	100	95	100	82
Exceeds	39	50	45	48	24
Number of students tested	23	22	22	25	17
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	3	3
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	91	91	82	80	53
Exceeds	26	39	14	12	18
Number of students tested	23	23	22	25	17
Percent of total students tested	100	96	96	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	4	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	91	91	80	79	53
Exceeds	26	36	10	11	18
Number of students tested	23	22	20	19	17
2. African American Students					
Meets/Exceeds	91	95	82	80	53
Exceeds	26	41	14	12	18
Number of students tested	23	22	22	25	17
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	3	3
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	96	100	92	63
Exceeds	38	29	24	29	6
Number of students tested	24	24	25	24	16
Percent of total students tested	96	96	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	4	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	96	100	92	57
Exceeds	35	30	24	29	7
Number of students tested	23	23	25	24	14
2. African American Students					
Meets/Exceeds	100	96	100	92	54
Exceeds	39	29	24	29	0
Number of students tested	23	24	25	24	13
3. Hispanic or Latino Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	5	2
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	92	79	88	74	50
Exceeds	46	21	8	17	25
Number of students tested	24	24	25	23	16
Percent of total students tested	96	96	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	4	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	91	78	88	74	50
Exceeds	43	22	8	17	29
Number of students tested	23	23	25	23	14
2. African American Students					
Meets/Exceeds	96	79	88	74	46
Exceeds	48	21	8	17	31
Number of students tested	23	24	25	23	13
3. Hispanic or Latino Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	4	2
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	92	100	95	95	60
Exceeds	24	22	18	5	0
Number of students tested	25	23	22	21	20
Percent of total students tested	96	100	100	95	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	4	0	0	5	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	92	100	95	94	63
Exceeds	25	18	18	6	0
Number of students tested	24	22	22	18	19
2. African American Students					
Meets/Exceeds	92	100	95	94	58
Exceeds	24	18	18	0	0
Number of students tested	25	22	22	18	19
3. Hispanic or Latino Students					
Meets/Exceeds		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	5	2
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	92	92	77	62	70
Exceeds	32	25	27	14	20
Number of students tested	25	24	22	21	20
Percent of total students tested	96	100	100	95	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	4	0	0	5	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	92	91	77	61	68
Exceeds	33	26	27	17	21
Number of students tested	24	23	22	18	19
2. African American Students					
Meets/Exceeds	92	91	77	61	68
Exceeds	32	22	27	11	21
Number of students tested	25	23	22	18	19
3. Hispanic or Latino Students					
Meets/Exceeds		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	5	2
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100	91	83	
Exceeds	40	41	18	4	
Number of students tested	25	22	22	24	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	2	
Percent of students alternatively assessed	0	0	0	8	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	91	81	
Exceeds	38	41	18	0	
Number of students tested	24	22	22	21	
2. African American Students					
Meets/Exceeds	100	100	89	83	
Exceeds	40	41	11	4	
Number of students tested	25	22	19	23	
3. Hispanic or Latino Students					
Meets/Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	4	4	5	3	
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	95	95	88	
Exceeds	24	41	18	13	
Number of students tested	25	22	22	24	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	2	
Percent of students alternatively assessed	0	0	0	8	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	96	95	95	86	
Exceeds	25	41	18	10	
Number of students tested	24	22	19	23	
2. African American Students					
Meets/Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	4	4	5	3	
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	91	90		
Exceeds	64	45	19		
Number of students tested	22	22	21		
Percent of total students tested	100	100	91		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	9		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	91	90		
Exceeds	64	45	19		
Number of students tested	22	22	21		
2. African American Students					
Meets/Exceeds	100	90	90		
Exceeds	64	43	20		
Number of students tested	22	21	20		
3. Hispanic or Latino Students					
Meets/Exceeds		Masked	Masked		
Exceeds		Masked	Masked		
Number of students tested		1	1		
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	3	5	4		
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	86	91	90		
Exceeds	23	23	10		
Number of students tested	22	22	21		
Percent of total students tested	100	100	91		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	9		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	86	90	90		
Exceeds	23	19	10		
Number of students tested	22	21	20		
2. African American Students					
Meets/Exceeds		Masked	Masked		
Exceeds		Masked	Masked		
Number of students tested		1	1		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	3	5	4		
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	100			
Exceeds	52	42			
Number of students tested	25	19			
Percent of total students tested	100	90			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	10			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	96	100			
Exceeds	52	39			
Number of students tested	25	18			
2. African American Students					
Meets/Exceeds	96	100			
Exceeds	50	42			
Number of students tested	24	19			
3. Hispanic or Latino Students					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
4. Special Education Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	6	2			
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

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The minimum of reporting subgroup is 10.

13IL10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100			
Exceeds	4	0			
Number of students tested	25	19			
Percent of total students tested	100	90			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	10			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100			
Exceeds	4	0			
Number of students tested	25	18			
2. African American Students					
Meets/Exceeds	100	100			
Exceeds	0	0			
Number of students tested	24	19			
3. Hispanic or Latino Students					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
4. Special Education Students					
Meets/Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	6	2			
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL10

31