

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 131L4

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

Name of Principal: Mrs. Deborah Clark

Official School Name: Mark T. Skinner West Elementary School

School Mailing Address: 1260 W Adams Street
 Chicago, IL 60607-2530

County: Cook State School Code Number*: 1501629902458

Telephone: (773) 534-7790 E-mail: dmclark@cps.edu

Fax: (773) 534-7879 Web site/URL: www.Skinnerstars.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*: Mrs. Barbara Byrd-Bennett Superintendent e-mail: bbyrd-bennett@cps.edu

District Name: City of Chicago SD 299 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 480 Elementary schools (includes K-8)
18 Middle/Junior high schools
105 High schools
1 K-12 schools
604 Total schools in district
2. District per-pupil expenditure: 7946

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: 20
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	25	18	43
K	64	61	125
1	58	61	119
2	55	44	99
3	41	45	86
4	45	46	91
5	40	22	62
6	40	46	86
7	23	23	46
8	27	31	58
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			815

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
17 % Asian
38 % Black or African American
12 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
18 % White
13 % 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: 2%
 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 <i>to</i> the school after October 1, 2011 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2011	802
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 5%
 Total number of ELL students in the school: 43
 Number of non-English languages represented: 12
 Specify non-English languages:

Non English languages include: Spanish, Mandarin, Tamil, Russian, Marathi, Indonesian, Cantonese, Hindi, Telugu, Polish, Arabic, and Ukrainian

9. Percent of students eligible for free/reduced-priced meals: 26%
 Total number of students who qualify: 212

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.

The free and reduced-priced school meals program information is taken from information found in the Chicago Public Schools reports website (IMPACT-ODA).

10. Percent of students receiving special education services: 14%
 Total number of students served: 117

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>58</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>28</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>0</u>
Paraprofessionals	<u>20</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>0</u>
Total number	<u>81</u>	<u>7</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:

30:1

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	97%	97%	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

Skinner West Elementary is located in the West Loop area of Chicago. Skinner has always been known and respected for its culture of rigorous instruction, high expectations for all students, student centered, nurturing environment, active and involved parents, and a long waiting list of families trying to gain entrance.

Our vision is simple, yet profound – to be the premier elementary school in metropolitan Chicago for educating special children (Classical, Special Education, Neighborhood and Magnet) and to serve as a model for all such schools. Our mission is to provide quality education for all students in all subject areas; to assess our educational programs annually in order to ensure that students are prepared for the next level of academic achievement; and to utilize all available resources to achieve these goals through effective management, quality staff development, parental involvement, and community partnerships. We revisit our mission annually and never cease to strive to improve in all areas of the educational process.

Over the past twenty years under the current leadership, Skinner has grown in both size and program offerings. When the principal arrived, Skinner’s student enrollment was slightly over 250 and comprised of one class per grade of Classical students in grades K-6 and five self-contained classes of special needs students with visual , hearing , learning disabled and emotional/ behavior disorders.

Today, our enrollment has grown to over 825 students comprised of four distinct populations: Classical, Special Education, Neighborhood/Magnet, and Tuition Based Pre-School. Due to the high demand of families trying to enroll in Skinner, our Classical Program has grown from one class per grade to two and three classes per grade level. Responding to the needs of parents in 1998, Skinner became the only one of the five Classical Schools in the city of Chicago to offer seventh and eighth grades. After waiting over eight years for a promised new school, Skinner School accepted new changes by adding a neighborhood/ magnet component to our program offerings. Since 2009, the neighborhood /magnet component has doubled in anticipated size at each grade level with more and more families moving into the neighborhood because of Skinner’s excellent academic programs and safe and nurturing environment.

Our special needs program serves children with learning disabilities, autism, attention deficit /hyperactivity disorder, traumatic brain injury, speech and emotional behavior disorders. Our tuition based pre-school program, housed at our Skinner Branch, serves three and four year olds from all over the city. Even with the expensive tuition of \$306 a week, parents still call as early as one month of age to get their child on the waiting list. The waiting list for the preschool program is as long as the waiting list for the Classical and neighborhood / magnet programs.

Students gain a seat at Skinner in four ways: through testing for the Classical Program, through IEP placement for special education programs, through living within the neighborhood boundaries for the neighborhood component and through lottery for the neighborhood /magnet component which gives preference to siblings. Our enrollment reflects the racial and ethnic diversity of the city of Chicago with twenty-six percent of our children coming from low income families. Prospective students for the Classical Program must achieve at the 80th percentile or above on a standardized exam provided by the Office of Academic Enhancement. The Classical Program is highly rigorous and accelerated and provides reading and math instruction one year above grade level for grades K-8. We offer both Mandarin and Spanish as foreign language choices. We are able to differentiate and accelerate our neighborhood / magnet program by offering an academic push for students who are able and ready to work one year above grade level. In addition to offering foreign languages to all students , we also provide music , art, physical education ,science, technology and social/emotional classes. As of the 2012-2013 school year, we now have a longer school day with recess as an important addition.

Skinner West is often referred to as the school that never sleeps. We offer daily after school programs for our students that end at 6:30. Parents willingly pay for the after school programs offered by our Skinner teachers and staff or the Skinner Park staff. We strongly believe in educating the whole child through a balance of academic and extracurricular activities. Our extracurricular activities include: Student Council, dance, instrumental music, rock band, ballet, karate, soccer, brownies and girl scouts, yearbook, Glee Club, chess, boys and girls track, volleyball, and our award winning girls and boys basketball champions. Our honored traditions include field trips, which include trips within the city, outside of the state for environmental studies and architecture, and our annual eighth grade trip to Washington, DC. Other traditional favorites include: Caught You Doing Something Good, academic competitions, science fair, history fairs, celebration of African American, Hispanic and Asian History Months, fabulous school assemblies, award celebrations, honor roll parties, and many fundraisers which include active participation of our students and parents. We are privileged to partner with generous donors that include CNA Insurance Company, State Farm Insurance, Blue Cross Blue Shield, and several universities for student teachers.

One of our great accomplishments was being selected as the only school in Illinois to send a science experiment on the last space shuttle, Atlantis in 2011, and to consequently get accepted to send another experiment on a Russian space shuttle in 2012. Another one of our great accomplishments was actualizing our vision to be a premier school and to serve as a model school by being asked by the Chicago Board of Education to replicate Skinner in 2009. We had the distinct honor of replicating Skinner with the creation of Skinner North Classical. Therefore, our new school name changed from Skinner Classical to Skinner West Classical, Fine Arts and Technology School.

Like other National Blue Ribbon candidate schools, Skinner has always enjoyed a wonderful reputation for academic excellence but has never settled for the status quo. It is our desire to serve children and families through continuous monitoring and improvement of our practices. As a premier and model school, we want to provide the best educational experiences possible for our students who are affectionately known as “Skinner Superstars.” We are humbled and honored to be considered for this prestigious educational award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

We are extremely proud of our students' high test scores on the Illinois Standards Achievement Test (ISAT) over the past five years in both reading and math. The data tables in Section VII of this application show the percentage of students who meet or exceed reading and math standards in Grades 3-8. The tables also include a breakdown of sub-group categories including free and reduced lunch/socio-economic disadvantage students, African American students, Hispanic students, special education students, English language learners, and Asian students. Although we are continuously evaluating how we can increase the percentage of students in the exceeds category for all sub groups at all grade levels, we applaud the efforts of our students and teachers and these amazing results. Over the past five years the percentage of students who met/exceeded state standards at all grade levels in reading ranged from 93 percent to 100 percent. Over the five year period, 94 to 100 percent of our students have consistently met/exceeded in math at all grade levels. Our three largest sub groups - free and reduced lunch, African American students, and Asian students also mirror these exceptional results over the five year period in reading and math. These overall great scores have consistently placed us among the top ten schools in the state of Illinois and the city of Chicago.

B. Performance Trends

As stated in the previous paragraph, we are extremely pleased with our overall meets percentages in reading and math for all sub groups. However, for the past seven years or more, we have focused on increasing the number of students in the exceeds category in reading and math. Our performance trends in the exceeds category for reading and math have been **on the rise** for all sub groups over the past five years. In reading the overall exceeds percentages for third graders have increased from 73 percent in 2007-2008 to 93 percent in 2012. Fourth graders have increased from 71 percent exceeds in 2007-2008 to 84 percent in 2012. Our fifth graders have increased in reading in the exceeds category from 70 percent in 2008 to 92 percent in 2012. Our sixth graders have increased from 65 percent exceeds to 79 percent exceeds in reading in 2012. Our seventh graders have shown impressive gains in the exceeds category from 50 percent to 65 percent exceeds in 2012. Our eighth graders lag far behind the rest of the school in the exceeds category at 31 percent in 2012. We feel our eighth graders don't think that they have to work as hard because they have already received their acceptance letters for high school before the ISAT exams. They feel that they have already accomplished what they need to do for high school and are not motivated as well to do their best on the tests. However, we are trying to put incentives in place this year to make sure that more eighth grader strive to exceed in reading.

Our gains in the exceeds category in math are equally impressive. Our third graders increased from 75 percent exceeds in 2008 to 93 percent in 2012. Our fourth graders have increased in math from 50 percent exceeds in 2008 to 78 percent in 2012. Our fifth graders have increased from 53 percent in 2008 to 67 percent exceeds in math in 2012. Our sixth graders have shown the most dramatic increase in math from 55 percent in 2008 to 84 percent in 2012. This fantastic growth was a result of implementing our new walking math program for sixth graders based on using assessment data for grouping students for instruction as versus homeroom organization. We have also seen great growth in the exceeds category in math for our seventh graders from 65 percent exceeds in 2008 to 85 percent exceeds in 2012. We feel that this amazing growth can be attributed to the new upper grade walking math program in which students were taught at the appropriate levels and pacing based on their level of skill mastery. Our eighth graders have also shown growth in the exceeds category in math, even though small, from 69 percent to 73 percent in 2012. An analysis of the sub groups also show gains in the exceeds categories with

African American students showing the greatest growth in the exceeds category in both reading and math over the past five years.

Some of the factors that we think contributed to these gains are: collaboration and planning among teachers; being strategic of knowing what should be taught and when; differentiated groups for instruction; using NWEA and formative data to teach and reteach certain skills; IXL math program; SRA kits for differentiation; class novels; teacher created thematic units; tutoring sessions; attention to rigor; wise use of instructional time and resources; new math textbooks with on-line support; instructional support for targeted students; professional development for teachers; positive student attitude and student ownership of the learning process.

2. Using Assessment Results:

We love data both formative and summative, low stakes and high stakes. Although the data can be overwhelming, contradictory and daunting, we look forward to reviewing standardized test results each year . We focus on data from the ISAT (Illinois Standards Assessment Test) received at the end of each year and NWEA assessment results that we receive three times a year. Both are used to help us set schoolwide goals for school improvement planning and budgeting, for classroom and grade level focus , for individual student goal setting and targeted strategies and for professional development for teachers.

At the beginning of each school year, the principal presents the ISAT data and analysis to the staff. The presentation includes overall meet and exceeds data by subject, meet and exceeds data by grade level for each subject, amazing growth areas by grade level and subject, a breakdown of scores by stanine (because the Classical School expectation is that students will perform at stanines 7,8, or 9), students on our “watch list” (those not performing at Classical expectations), disaggregated data of students with IEPs and 504 plans, reading and math extended response break down of scores by grade levels in reading and math, how we compared with other Classical Schools, our state ranking and newspaper articles, and a narrative of our performance. NWEA growth data is also presented by grade level for reading and math including data on the number of students falling below expectations.

In August, teachers are given data reports for their new class and begin the discussions in grade-level and faculty meetings on which students each teacher will target for moving into the exceeds category for the new year. Teachers must outline specific strategies they will implement to push these students at higher achievement levels. Teachers also review the first NWEA data in November to target students that will need specific support based on their RIT scores and percentiles. Teachers outline specific skills from the DesCartes system of Illinois Learning Standards that each student will need for more instruction, practice and support. Teachers use their intervention and acceleration period to differentiate instruction and group students based on their RIT scores.

In addition to using the data for individual and group intervention and acceleration, we have also used the data to set school-wide goals for improvement in our annual School Improvement Plan for Advancing Academic Achievement now known as our Continuous Improvement Work Plan in the Chicago Public Schools. Some of our school-wide focus topics have been improving reading and math extended response across all grades, improving narrative, expository and persuasive writing and pacing math instruction to include teaching geometry and measurement before January. We also know that to improve reading comprehension overall our students must read. We take recreational reading very seriously and monitor the expectation of students reading a minimum of 25 or more books each year. Other school wide goals gleaned from our data analysis have included adding more instructional resources in the classrooms such as the Junior Great Books Program, improving classroom libraries with a variety of genres, IXL math program, Study Island, Achieve 3000, classroom magazines, before and after school tutoring, test preparation materials, leveled readers, and diagnostic and intervention reading materials. Our Local School Council has also approved a resource support teacher to assist with interventions and supports for our neighborhood program.

Once we set our school-wide goals within our School Improvement Plan, then the professional development opportunities for teachers are a natural outcome of the data results. Some of our professional development topics have included creating a writing curriculum for Skinner School, bringing in consultants to specifically help with reading and math extended response and user friendly rubrics, using DesCartes and understanding NWEA data, implementing appropriate accommodations and modifications for students with IEPs and 504 plans, and using technology to enhance classroom instruction. Teachers also spend time in their grade level meetings reviewing student work and collaborating on development of rigorous thematic units, pacing of instruction, and re-teaching skills.

Every year the principal presents all the standardized test reports to parents at a Local School Council meeting. Some parts of the report are posted on the school's website. Parents are given their child's preliminary test scores in June and the official reports and explanations from the state in November. One report that parents look forward to is the school ranking reports published by local newspapers and magazines. We are proud and fortunate that our school has consistently been among the top ranking schools in the state and city for many years. Our parents are proud of those rankings which help to attract a long waiting list of families wishing to enter Skinner West.

3. Sharing Lessons Learned:

In our vision to be an exemplary school in Chicago, we feel the obligation to share our successes. We share the lessons we have learned in many different arenas to audiences of administrators, teachers from other classical schools, teachers from regular elementary schools, and peer teachers in our own school setting.

There are regular area and network meetings with other classical schools during which teachers and administrators share ideas about instructional strategies, differentiation, social emotional concerns related to gifted and high performing students, and attendance improvement. Administrators prepare data boards to provide information and receive feedback from other schools. Teachers attend the meetings to present strategies that are working well so others may use and/or modify them. One recent topic has been the flexible math grouping we have employed at Skinner. Student assessment data is used to determine which students would benefit from being in either a faster or slower paced class setting. The most important aspect of this arrangement is that the assignment of students is quite fluid. This can only occur because of frequent assessments with careful analysis of the data. Teachers have also presented at the National ADHD Conference in New York.

Skinner has partnered with other elementary schools in the Chicago Public School system although this trend has diminished over time due to budgetary constraints. We have worked with Brown Elementary teachers to present ideas on how to differentiate instruction and curriculum within a whole group setting. As part of our vision, Skinner maintains that sharing our successes is a vital part of being a premier school and we would welcome the opportunity to do more this if funding was available.

Within our own school, teachers are provided the opportunity to participate in peer observations and to meet on a regular basis during their lunch breaks, prep periods, and before and after school with others on our faculty. Strategies such as reading and math extended response writing prompts, evaluating student work, curriculum planning, developing thematic units, providing enriched curriculum, differentiation within smaller groups, and interpreting data have all been part of our ongoing discussions.

We take the role of being an exemplary school deeply to heart. We realize the special attributes our students bring to our school setting and wish to share our successes with other schools even if their population is not a mirror of our school. It is our belief that our successes can have a positive impact on student learning in any school and we have a duty and delight in sharing with other schools, administrators and teachers.

4. Engaging Families and Communities:

Skinner is an active and busy school with many activities to provide our students with stimulating activities and to bring parents into the school. Beginning with an open house in the fall, our parents are invited to come into the school to meet our teachers and have teachers explain their expectations in the coming year. Teachers share homework, grading policies, special projects, behavior expectations and class events on a regular basis with parents via their teacher pages on our Skinner website. Our teachers also host parent workshops for science fair, history fair, and ISAT preparation. In the spring we host an open house for new parents and provide a summer orientation for new students and incoming kindergarten students. The principal provides information about Academic Centers, selective enrollment high schools and the process for admission. Teachers enter grades and provide feedback to students and parents in a timely manner via the CPS Parent Portal. Parents are very diligent in monitoring their child's grades and keeping in touch with the teacher.

The Local School Council has created several parent committees: facilities services, special education, School Improvement and Communications. The Communications committee has completely revamped the Skinner website to make it more user friendly and keep it current. The committee is also instrumental in getting our weekly electronic newsletter out to parents on Thursday evenings with the approval of the principal. Our Gallery 111 committee is composed of both teachers and parents with the sole purpose of raising funds and spirits for arts programming for our students.

We provide a multitude of activities and encourage our parents to attend all them: assemblies, class events, science and history fairs, open houses, family fun nights sponsored by our PTO, LSC committee meetings, athletic events, field trips, parent conferences, high school fairs, and after school program activities. Over 250 parents walk into the building each evening to pick up their children from our after school programs. In fact, we sometimes have some difficulty getting our parents and their children out of the building so our staff can go home! We also appreciate the large number of parents who volunteer in the classroom for field trips, pizza days, class parties, lunch and recess supervision and other special events. We greatly appreciate our parents who generously donate technology equipment and supplies to their child's classroom. We firmly believe that this commitment to community and parent outreach has a direct impact on the success of our school.

On a recent survey, more than 89% of our parents were very pleased with our school's level of communication from the main office and from teachers who are working with their children. We will continue to look for more ways to reach out to our parents and the community to actively engage them in their child's learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum in all subject areas is aligned to the Illinois Learning Standards and incorporates the Common Core State Standards in English/Language Arts and Math. All of the curriculum areas have applications of learning components. Regardless of the subject area, the state standards include problem solving, communicating, using technology, working on teams and making connections. The following is a brief synopsis of the scope and sequence of our curriculum areas.

READING/LANGUAGE ARTS - The major goals of our English/language arts curriculum are: reading with understanding and fluency, read and understand literature representative of various societies, eras and ideas, write to communicate for a variety of purposes and listen and speak effectively in a variety of situations. Common Core Standards placed strong emphasis on developing reading comprehension through informational text and literature. We use a basal reader and literature texts as our foundational resource materials. Phonics, vocabulary development, comprehension strategies and critical thinking skills are emphasized. Teachers are also developing English / language arts units aligned to Common Core Standards. Students are expected to read twenty – five or more books each year across all genres. Writing instruction focuses on responding with text evidence, narratives, expository, persuasive, arguments and free/journal writing. All areas of grammar and writing conventions are taught. Students are expected to use and apply good listening and speaking skills for a variety of purposes and audiences, for example, making formal presentations and critiquing another student’s presentation using a rubric. Our goal is to develop proficient readers who can apply their reading and language arts skills to all curriculum areas. All Classical and some neighborhood magnet students work one year above grade level in reading throughout their stay at Skinner West.

MATH - Our math curriculum includes broad goals for students: demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication , division), patterns, ratios and proportions; estimate and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy; use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results; use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space; collect , organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability. On a day to day basis this means learning number facts with fluency, computing math problems accurately, building concepts and making connections, applying concepts in real –world situations, solving complex problems and utilizing guidelines for procedural skills and fluency. Teachers in K-5 use the Envision math series and in grades 6-8 use the Glencoe math series. All of our teachers use additional supplementary materials and our computer based IXL Math program. All Classical students and some students in our neighborhood magnet program work one year above grade level for math instruction.

SOCIAL STUDIES - Our social studies curriculum reflects an integrated approach of the disciplines of geography, history, economics, anthropology, civics, political science, government, law and sociology. The major goals are understanding political , social, and economic systems with an emphasis on the United States, and understand events , trends, individuals and movements shaping the history of Illinois, the United States and other nations. As we transition to Common Core, students are expected to apply their reading skills to better understand key ideas and details, craft and structure, integration of knowledge and ideas and text complexity in social studies. Teachers have carefully selected textbooks and resource materials to develop the learning standards through interesting and challenging text and highly engaging activities for students individually and with peers.

SCIENCE - The major goals of our science curriculum are: understanding the scientific inquiry and technological design to investigate questions, conduct experiments and solve problems; understand the

fundamental concepts, principles and interconnections of the life, physical and earth/space sciences and understand the relationships among science, technology and society in historical and contemporary contexts. Our teachers incorporate technology, videos, hands on/ lab activities, research, current science topics, journaling, invention / conventions and science fairs to keep the learning well balanced and interesting. In addition to using our textbooks as the core resource, our teachers are including more informational text such as library books , reference materials and a variety of science magazines into the classroom. Teacher are also incorporating more online resources and use of technology (laptops and iPads) on a daily basis in science classes.

VISUAL/PERFORMING ARTS –We have both a visual arts and a music program at Skinner West. In visual arts students are exposed to a large variety of mediums and art making processes—from print making to needle felting. The art curriculum covers art history while incorporating new technologies and practices. Collaboration, student discovery, student exhibitions, and outside exposure to the arts are all contributors to our high quality program. The music curriculum is aligned to national and Illinois music standards. By 8th grade the students are able to understand and do a variety of skills such as voice performances, understand rhythms and music terminology, music history and culture, concert etiquette, recognize musical works by composers, play the recorder, attend live performances and perform twice a year before the entire school and parents. After school programs include membership in Glee Club and our instrumental music programs in violin, piano and rock band.

PHYSICAL EDUCATION/HEALTH - In grades K-4th the PE curriculum emphasizes basic locomotor skills and focuses on developing a functional understanding of the concepts of space awareness, effort and relationships. Movement concept and skill themes are constantly revisited based on the developmental and skill levels of the students. Goals of the program revolve around valuing physical activity for health and wellness as well as understanding and implementing healthy practices in their every day lives. In grades 5-8, the PE curriculum emphasizes fitness concepts and components, the development of psychomotor skills and social skills. Goals of the program revolve around developing a positive perception of physical activity, and valuing physical activity for health and wellness, as well as understanding and implementing healthy practices in their every day lives.

TECHNOLOGY – We do not have a formal technology instructional program with a dedicated teacher. However, classroom teachers are aware of the National Technology Standards for Schools. They implement use of technology from learning keyboarding skills, word processing skills, using the Internet for research, making power point presentations and using excel and other software applications for presentations. We have a computer lab and two laptop carts for daily instruction and test administration.

FOREIGN LANGUAGE - Foreign languages taught at Skinner West are Spanish and Mandarin. The broad goals of the curriculum are: use the target language to communicate within and beyond the classroom setting; use the language to develop an understanding of the customs, arts, literature and history of the language; use the target language to reinforce knowledge of other disciplines and career options. Emphasis is placed on listening, speaking and writing in Spanish or Mandarin. Mastery of speaking and writing skills are evident as the students progress through the grades. Our teachers use a variety of curriculum materials to support learning activities including textbooks, workbooks, and teacher made materials.

COLLEGE/CAREER READINESS - Although we do not have a set curriculum specifically for college and career readiness, we feel that the strong foundation that is laid in reading, writing, math, science and social studies prepares our students for selective enrollment high schools and, therefore, good colleges. Our students take the Explore Test to gauge their level of readiness for college and careers . Our students also take algebra as 8th graders and many place into algebra honors or geometry for high school. Throughout their elementary years, students learn many skills that will help them to be successful in high school, college and on a job. A few example skills are working in groups, communicating with others, managing time , respecting diversity and assuming responsibility .

Our classical program curriculum is designed one year above grade level in reading and math. The other subjects are taught at grade level utilizing enhanced materials that focus on developing critical thinking skills. Each grade level team of teachers has developed long-term curriculum plans for each marking period aligned with the state standards.

Our neighborhood magnet program is designed to push students who are ready for more acceleration and at the same time provide intervention and supports for students who may need additional practice and time on topics. Many different sources are used to provide appropriate instruction—textbooks, magazines, manipulatives, technology assisted learning, etc.

Our instructional materials and textbooks are selected by teacher teams based on standards alignment, rigor, best practices and multicultural inclusions. Accommodations and modifications are implemented for students with disabilities in both the general education and special education settings. Grade level teams collaborate and plan overlapping projects and learning activities for students in language and social studies throughout the school year. In addition to textbooks, our teachers make use of a rich collection of instructional materials at all grade levels. We have excellent classroom libraries, current textbooks serving mainly as resource materials in math, reading, science and social studies. We continue to build classroom collections of leveled readers at, below and above grade level in our primary classrooms which supports all levels of learners including our small population of ELL students. Our teachers also use a wide range of supplementary materials to enrich, extend and reinforce learning standards.

Every student is expected to participate in our annual Science Fair, History Fair and Young Authors Projects. Research projects in social studies and current events in science and hands on labs are also a part of our science and social studies curriculum.

We are delighted that our longer school day and longer school year instituted this school year 2012-13 , now give us the much needed additional time to fully implement instruction in all curriculum areas.

2. Reading/English:

The primary vision for our reading program is for our students to read well and love to read. We want our reading curriculum to ensure that our students continue moving at an accelerated pace and to provide structure, enrichment and intervention when needed. Although we have two distinct programs occurring within Skinner, we adhere to the scope and sequence of the Illinois Learning Standards and the recently adopted Common Core Standards for both programs. The only major difference is the pacing of instruction to meet the needs of all of our readers. The main goals include reading with understanding and fluency, read and understand a wide range of literature, write to communicate for variety of purposes, listen and speak effectively and use language arts to acquire, assess and communicate information. We have also made a major shift this year based on Common Core Standards to expose our students to more informational and non-fiction texts.

We use the Reading Street series by Pearson as our basal for our neighborhood/ magnet program and an earlier version of the Scott Foresman Reading series for the Classical program. There is an emphasis on phonemic awareness and phonics to provide a strong reading foundation. Along with phonics, there is a distinct focus on vocabulary development including word structure study and word usage throughout the grade levels. We also rely on oral vocabulary development to provide a basis for discussion of new words, their meanings and uses.

There is a strong comprehension component in our reading program We use a multi-modal approach using auditory and computer enhanced visual materials. Instructional approaches include interactive read alouds and literature discussions, shared reading, writing about reading and guided reading. Retelling and summarizing are important components of our comprehension skill development. We also emphasize

citing evidence from the text to support answers both orally and in writing. Critical thinking skills are stressed during and after reading selections.

Writing is an integral part of our reading program. Students respond to reading, journal and answer questions pertaining to the bigger theme of selections. Formal writing instruction includes the development of narrative, expository, persuasive essays and research. Adequate support is given to our students so that their writing will progress at acceptable levels.

There is integrated reading support for our few ELL students and student who need additional support. We also use the Fountas and Pinnell reading program which provides small group, intensive intervention for our ELL students and struggling readers. Teachers may provide a pre-telling of the story, go over unfamiliar vocabulary, use visuals to enhance comprehension, as well as checking in on comprehension as reading progresses.

Each grade level team uses the basal reader as the core resource for developing a foundation of comprehension and vocabulary skills. Teachers have established classroom libraries with a wide range of genres. In addition, teachers use Junior Great Books, class novels, magazines and non-fiction sources. To ensure that students continue to increase their reading ability through differentiation, SRA kits are used in all classrooms. We recently instituted the use of Achieve 3000, a computer based reading program, that provides students with the same non-fiction article yet is differentiated based on the lexile reading level of each child in the classroom. Thus, the teacher can introduce the same skills and topics to the class while accelerating those who can and providing more support for those who need it. For greater flexibility and creativity based on the interests of our students, teachers also create units based on the Common Core Standards, a more recent development in our curriculum.

Our low incidence special needs program uses the Unique Learning Systems along with devices that increase student comprehension and communication.

All students are expected to meet the CPS expectation of reading 25 or more books each school year.

3. Mathematics:

Our math curriculum is also based on the Illinois Learning Standards and the Common Core Standards. The scope and sequence of our math curriculum includes number sense, numeration and operations (addition, subtraction, multiplication, division), patterns, ratio and proportions, fractions, decimals and percents, measurement, geometry, algebraic patterns, data collection and problem solving. In grades K-5 we use Envision Math Series which is an excellent program for implementing both the Illinois Learning Standards and serving as a bridge to address the Common Core Standards. Our math curriculum focuses on conceptual understanding, problem solving and practice, practice, practice. We use this program to build foundations in number facts, fluency, concept development, problem solving and making real life applications and connections for using math.

There is a strong technology component to our math curriculum. There are visual learning animations which may be used to enhance understanding. There are multiple opportunities to assess, diagnose, and provide remediation. Our curriculum also uses IXL online math practice for grades K-8. This program provides practice and generates reports on student learning and progress. It is very useful when teachers become aware of any gaps in student proficiency or to provide the opportunity for students to move faster in the curriculum. The reports include data on grade level proficiency, trouble spots and progress toward meeting state standards. Our teachers also provide differentiation in small group to provide the extra support necessary or to enhance the level of those achieving at high levels.

In our classical program, students are grouped according to the level of their achievement. Constant monitoring of their progress allows for fluidity between groups. All seventh graders take pre-algebra and

all eighth graders take algebra for which they may receive high school credit and thus move directly into higher level math classes in high school. We also offer Math Club after school exploring a myriad of higher level topics as well as tutoring for those needing more support during lunch periods.

By utilizing frequent assessment, diagnosis, intervention strategies, differentiation, online practice and curriculum materials specifically designed to align with Common Core Standards, our students continue to perform at a high level on state assessments. Even though 99% of our students meet the state standards, we continually strive to move more students from meets standards to the exceeds standards criteria.

4. Additional Curriculum Area:

Because a large part of our student population falls into the gifted category, Skinner decided to add a social emotional component to our health curriculum. While gifted children have the same social emotional needs of other children, their needs can be intensified due to the unique characteristics of gifted children. If these needs are not addressed, gifted children may be at risk of academic underachievement or failure, disruptive behavior, isolation from their peers, and may ultimately suffer from depression.

In response to these concerns, Skinner has implemented a developmental guidance program to address and meet the needs of our gifted students as well as the needs of our neighborhood/magnet program students. At the core of our new guidance program is the implementation of the Illinois Social and Emotional Learning standards. The major goals across all grade levels include developing self-awareness and self-management skills to achieve school and life success, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school and community context. Our full-time counselor works with gifted students to address areas of perfectionism, possible manipulation of adults, and the inability to cope emotionally with abstract concerns while understanding them intellectually. This may lead to intense emotional concerns. Providing a platform for gifted children to explore these issues with children “like themselves” allows gifted children to learn and practice strategies to alleviate emotional distress.

To enhance our social-emotional curriculum for all our students, Skinner received a grant to participate in the Olweus Bullying Prevention Program. This program is designed to improve social interactions and provide a safe and friendly atmosphere among students. It consists of offering information to whole groups and then using components to help identify victims of bullying and those who bully. Greater individual support to those being bullied and more effective interventions and consequences to those who bully are then implemented.

Addressing the social-emotional needs of our children will lead to children who are confident, curious, unafraid to offer new ideas, capable of forming and maintaining stable peer relationships and thus being more successful in school. We pride ourselves in fostering a learning climate of bright and happy learners !

5. Instructional Methods:

Instruction at Skinner seeks to meet the needs of all our students. Our teachers achieve this by differentiating our instruction by carefully evaluating the content of our curriculum, by evaluating the means by which students access essential and enhanced knowledge and by the work our students produce.

The first step is on through the content of our curriculum. Teams of teachers collaborate to decide what is essential knowledge based on the core curriculum standards. Then layers of advanced or enhanced content are added. Modifications and accommodations are made to ensure all students can access knowledge whether they have IEPs, 504 Plans, or need assistive devices.

Skinner offers a vast array of differentiation. By first determining the level of knowledge students have attained, teachers then differentiate content, group students effectively, and design activities that will lead to the highest level of acquisition of knowledge. An example would be one group exploring enhanced content while another investigates the essential component of a piece of curriculum. Besides grouping students, other strategies are used. Leveled reading materials, technology assisted learning, leveled assessments (NWEA), and scaffolding techniques are important components of instructional strategies. Skinner delineates what is essential and what enhancements can be made, then monitors student progress to ensure the highest level of achievement is attained.

6. Professional Development:

Professional development at Skinner West has recently reflected state, district and school priorities. Teachers on leadership teams meet regularly and work with the principal to conduct meaningful professional development. Recent topics have included LRE, Common Core Curriculum, understanding by design, developing thematic units based on Common Core standards, writing, reading and math extended response, technology integration, NWEA and data analysis. Teachers are happy and competent at researching topics and presenting and sharing their expertise with their colleagues. Our most recent professional development has centered around our implementation of the Achieve 3000 reading program. Even though a consultant came in to the building for professional development, our teachers have volunteered to take a leadership role in becoming the in house experts for our new program.

With the continued stress on using data in many areas of instruction, professional development regarding data analysis and using results to drive instruction, teachers on our Instructional Leadership Team have attended all network professional development opportunities and returned to Skinner to share their new insights. Teachers collaborate during common planning time, before school and during lunch to discuss how data impacts the use of instructional materials, pacing, etc. Our support teachers and case manager also meet with the grade level teams to discuss development and implementation of IEPs and 504 plans. The bilingual coordinator also meets with the teams to discuss assessment schedules, interventions and instruction.

New teachers at Skinner are provided with a mentor or grade level team to provide orientation and professional support. Teachers support each other in grade level teams, faculty meetings, common planning time and after school hours. Some do peer observations and enjoy giving feedback to each other to further improve their competencies.

Although budget constraints have not allowed for paid conference attendance, many of our teachers attend professional conferences at their own expense. Others are pursuing advanced degrees and National Board Certification. It is quite apparent that continued learning is a priority for our teachers. They are willing to learn from professional resources purchased by the principal and research information from the Internet to share with colleagues.

The leadership at Skinner has been effective at ensuring effective professional development. The principal has arranged for common planning time, efficient faculty meetings to address student and teacher needs, and the opportunity for teachers to attend professional workshops and conferences that are of interest to them. The principal and Instructional Leadership Team continually evaluate the professional development to ensure it is effective and meets the needs of our teachers.

7. School Leadership:

The leadership at Skinner West is a model of shared leadership. This shared leadership ensures the involvement and input of all teachers. This balance of power allows a staff to work toward a shared goal, to assume and share responsibility for the work, to engender respect among the faculty and staff, and to collaborate to solve complex issues. Skinner has established a structure to make the model effective.

The staff is organized with grade level teams, department teams , instructional leadership teams and support teams for various special projects. The teams meet regularly to discuss data and trends, curriculum design, professional development, school events and special projects like the IXL math challenge or developing procedures for use of our laptop carts. Support staff members regularly join meetings to offer insights into special populations.

It is the expectation that every teacher at Skinner serves on a committee or team to develop their leadership capacity and to contribute to the professional life of the school. All teachers are encouraged to give their input on professional development, curriculum, school procedures, schedules, assemblies, after school and extracurricular activities, student expectations, school improvement plan, and the budget.

The principal's role in a shared leadership model is to encourage teachers to become leaders. The principal recognizes and develops the strengths of everyone in the school community ensuring that the complex problems of today receive the attention of all. Providing those involved the opportunities to collaborate through common planning is also a part of the principal's role. With all working together, this inclusive team works to develop and reach shared goals.

The principal is also called upon to participate on network and district level committees such as CEO advisory, district calendar planning and network advisory. The principal has also served as a mentor principal for aspiring principals for many years and has successfully assisted over twelve candidates to become principals and assistant principals including the selection and mentoring for the principal of Skinner North.

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	98	99	100	100
Exceeds	93	89	84	88	75
Number of students tested	86	53	67	58	83
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	100	100
Exceeds	93	89	84	88	75
Number of students tested	86	53	67	58	83
2. African American Students					
Meets/Exceeds	100	96	97	100	100
Exceeds	90	74	77	77	64
Number of students tested	42	23	35	26	50
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	6	5	5
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	3		2	3
5. English Language Learner Students					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				2	3
6. Asian					
Meets/Exceeds	100	100	100	100	100
Exceeds	94	100	100	94	100
Number of students tested	16	13	15	18	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL4

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	100	98	99	98	99
Exceeds	93	77	81	79	73
Number of students tested	86	53	67	58	83
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	100	100
Exceeds	96	82	60	58	63
Number of students tested	25	17	20	12	16
2. African American Students					
Meets/Exceeds	100	96	97	100	98
Exceeds	93	65	74	73	66
Number of students tested	42	23	35	26	50
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	6	5	5
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	3		2	5
5. English Language Learner Students					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				2	3
6. Asian					
Meets/Exceeds	100	100	100	94	100
Exceeds	88	77	93	72	81
Number of students tested	16	13	15	18	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	98	100	100	100	96
Exceeds	78	74	82	71	50
Number of students tested	55	74	62	82	56
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/Exceeds	100	100	100	100	90
Exceeds	74	86	78	65	50
Number of students tested	19	22	18	20	10
2. African American Students					
Meets/Exceeds	96	100	100	100	94
Exceeds	57	54	75	58	29
Number of students tested	23	37	24	48	31
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	4	5	6
4. Special Education Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	3		3	3	4
5. English Language Learner Students					
Meets/Exceeds				Masked	
Exceeds				Masked	
Number of students tested				1	
6. Asian					
Meets/Exceeds	100	100	100	100	Masked
Exceeds	100	94	86	88	Masked
Number of students tested	15	17	22	16	8
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	98	99	98	100	100
Exceeds	84	82	82	77	71
Number of students tested	55	74	62	82	56
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/Exceeds	100	100	100	100	100
Exceeds	84	82	89	75	80
Number of students tested	19	22	18	20	10
2. African American Students					
Meets/Exceeds	100	97	100	100	100
Exceeds	70	70	67	69	55
Number of students tested	23	37	24	48	31
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	4	5	6
4. Special Education Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	3		3	3	4
5. English Language Learner Students					
Meets/Exceeds				Masked	
Exceeds				Masked	
Number of students tested				1	
6. Asian					
Meets/Exceeds	100	100	95	100	Masked
Exceeds	100	94	91	81	Masked
Number of students tested	15	17	22	16	8
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	99	100	100	96	98
Exceeds	67	81	57	44	53
Number of students tested	84	64	87	55	60
Percent of total students tested	100	100	100	100	92
Number of students alternatively assessed	0	0	0	0	5
Percent of students alternatively assessed	0	0	0	0	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	92	100
Exceeds	66	74	56	17	40
Number of students tested	29	19	32	12	15
2. African American Students					
Meets/Exceeds	98	100	100	93	97
Exceeds	50	68	47	24	27
Number of students tested	42	25	51	29	33
3. Hispanic or Latino Students					
Meets/Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	62	Masked	Masked	Masked	Masked
Number of students tested	13	6	7	6	6
4. Special Education Students					
Meets/Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		1	2	3	1
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets/Exceeds	100	100	100	Masked	100
Exceeds	94	91	82	Masked	100
Number of students tested	17	22	17	9	15
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	99	98	100	98	100
Exceeds	92	84	84	73	70
Number of students tested	84	64	87	55	60
Percent of total students tested	100	100	100	100	92
Number of students alternatively assessed	0	0	0	0	5
Percent of students alternatively assessed	0	0	0	0	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	92	100
Exceeds	93	79	81	58	53
Number of students tested	29	19	32	12	15
2. African American Students					
Meets/Exceeds	98	100	100	97	100
Exceeds	88	68	80	72	61
Number of students tested	42	25	51	29	33
3. Hispanic or Latino Students					
Meets/Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	92	Masked	Masked	Masked	Masked
Number of students tested	13	6	7	6	6
4. Special Education Students					
Meets/Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		1	2	3	1
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets/Exceeds	100	95	100	Masked	100
Exceeds	94	91	82	Masked	87
Number of students tested	17	22	17	9	15
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	98	100	95
Exceeds	84	69	60	71	55
Number of students tested	61	85	63	58	55
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	100	92
Exceeds	81	68	63	54	50
Number of students tested	21	31	19	13	12
2. African American Students					
Meets/Exceeds	100	100	97	100	91
Exceeds	71	60	34	53	38
Number of students tested	24	48	32	34	32
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	100	Masked	Masked	Masked
Exceeds	Masked	67	Masked	Masked	Masked
Number of students tested	6	12	7	5	4
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	1	7
5. English Language Learner Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
6. Asian					
Meets/Exceeds	100	100	100	100	Masked
Exceeds	95	88	91	92	Masked
Number of students tested	21	17	11	13	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	100	100	100	100	93
Exceeds	79	75	73	71	65
Number of students tested	61	85	63	58	55
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	100	83
Exceeds	81	71	53	69	50
Number of students tested	21	31	19	13	12
2. African American Students					
Meets/Exceeds	100	100	100	100	91
Exceeds	75	67	66	62	50
Number of students tested	24	48	32	34	32
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	100	Masked	Masked	Masked
Exceeds	Masked	83	Masked	Masked	Masked
Number of students tested	6	12	7	5	4
4. Special Education Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	1	7
5. English Language Learner Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
6. Asian					
Meets/Exceeds	100	100	100	100	Masked
Exceeds	86	94	64	92	Masked
Number of students tested	21	17	11	13	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	100	100	95	96
Exceeds	85	68	74	57	65
Number of students tested	54	57	47	42	46
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	93	90
Exceeds	84	71	69	60	80
Number of students tested	25	21	16	15	20
2. African American Students					
Meets/Exceeds	100	100	100	93	95
Exceeds	74	45	67	48	40
Number of students tested	31	33	30	27	20
3. Hispanic or Latino Students					
Meets/Exceeds	100	100	Masked	Masked	Masked
Exceeds	100	100	Masked	Masked	Masked
Number of students tested	10	10	5	4	6
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	1		4	3
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	Masked	100
Exceeds	Masked	Masked	Masked	Masked	100
Number of students tested	7	7	7	5	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	100	100	100	98	98
Exceeds	65	72	70	52	50
Number of students tested	54	57	47	42	46
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	100	100	93	95
Exceeds	56	71	75	47	60
Number of students tested	25	21	16	15	20
2. African American Students					
Meets/Exceeds	100	100	100	96	95
Exceeds	52	67	57	44	40
Number of students tested	31	33	30	27	20
3. Hispanic or Latino Students					
Meets/Exceeds	100	100	Masked	Masked	Masked
Exceeds	80	70	Masked	Masked	Masked
Number of students tested	10	10	5	4	6
4. Special Education Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	1		4	3
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	Masked	100
Exceeds	Masked	Masked	Masked	Masked	70
Number of students tested	7	7	7	5	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	100	100	95	100	94
Exceeds	73	88	61	75	69
Number of students tested	59	49	44	51	54
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/Exceeds	100	100	94	100	82
Exceeds	71	81	71	78	73
Number of students tested	24	16	17	18	11
2. African American Students					
Meets/Exceeds	100	100	92	100	94
Exceeds	54	77	46	61	58
Number of students tested	35	26	26	23	31
3. Hispanic or Latino Students					
Meets/Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	100	Masked	Masked	Masked	Masked
Number of students tested	10	6	6	9	6
4. Special Education Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	1		6	3	4
5. English Language Learner Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	100	Masked
Exceeds	Masked	Masked	Masked	100	Masked
Number of students tested	7	6	4	10	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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	95	100	96
Exceeds	31	37	27	29	30
Number of students tested	59	49	44	51	54
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/Exceeds	100	100	94	100	91
Exceeds	33	50	12	44	27
Number of students tested	24	16	17	18	11
2. African American Students					
Meets/Exceeds	100	100	92	100	97
Exceeds	20	31	15	13	19
Number of students tested	35	26	26	23	31
3. Hispanic or Latino Students					
Meets/Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	50	Masked	Masked	Masked	Masked
Number of students tested	10	6	6	9	6
4. Special Education Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	1		6	3	4
5. English Language Learner Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	100	Masked
Exceeds	Masked	Masked	Masked	50	Masked
Number of students tested	7	6	4	10	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					