

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13IL8**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Kathleen Lynch

Official School Name: Prairie Crossing Charter School

School Mailing Address: 1531 Jones Point Road  
Grayslake, IL 60030-3536

County: Lake State School Code Number\*: 340499000201C

Telephone: (847) 543-9722 E-mail: klynch@pccharterschool.org

Fax: (847) 543-9744 Web site/URL: http://prairiecrossingcharterschool.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\*: Mr. Nigel Whittington Superintendent e-mail:  
nwhittington@pccharterschool.org

District Name: Prairie Crossing Charter School District Phone: (847) 543-9722

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. Steve Achtemeier

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**

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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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  0   High schools  
  0   K-12 schools  
  1   Total schools in district
2. District per-pupil expenditure:   9780

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:   Suburban
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	21	19	40
1	22	22	44
2	28	16	44
3	19	25	44
4	27	17	44
5	24	20	44
6	29	15	44
7	23	20	43
8	17	27	44
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>391</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
13 % Asian  
2 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % White  
6 % 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: 7%

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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2011	391
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent 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:

N/A

9. Percent of students eligible for free/reduced-priced meals: 2%  
 Total number of students who qualify: 6

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: 13%  
 Total number of students served: 50

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>22</u>	<u>9</u>
Total number	<u>48</u>	<u>18</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:

23:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	97%	96%
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**

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Prairie Crossing Charter School (PCCS) is a public school that transforms our children through academic discovery and interaction with our unique natural, ecological, and community resources. Five value statements guide our educational philosophy and serve as the cornerstone for all that we do. These values are environmental stewardship, ecological understanding, academic rigor and innovation, partnering with parents, and promoting personal responsibility.

Located within the boundaries of Districts 50 and 79, PCCS is a free public school that accepts students from both of these districts. Students enroll by lottery, in accordance with Illinois Charter School Law, with no preferential treatment given to any group except siblings of already enrolled students.

Over the last 7 years, 95% of PCCS students met or exceeded standards in all academic areas.

PCCS opened its doors in 1999 with kindergarten, 1st and 2nd grades. The students held classes in a historic one-room schoolhouse, topped by a school bell that officially rang on the first day of classes. The school added a grade level each year until the first class finally graduated 8th grade in 2006. At current capacity, PCCS enrolls over 390 students in kindergarten through 8th grade. The schoolhouse bell still rings annually to celebrate the first day of classes.

PCCS currently has 5 buildings, including Illinois' first LEED certified school building. The original schoolhouse currently houses the school's computer lab and environmental library. A greenhouse with an aquaponic system is under construction and will serve as a living laboratory, enhancing our STEM curriculum and allowing our students to participate in science research and food production.

Named as one of the US Department of Education's first Green Ribbon Schools in 2012, PCCS provides an original curriculum centered on the environment. PCCS believes that the natural world is a springboard, sparking children's natural curiosity. Further, the outdoor classroom in our natural world provides an ideal integrating context for learning, as the environment is connected to social and political history, economics, STEM disciplines, and serves as the inspiration for literature and writing.

PCCS has been recognized for other accomplishments as well. We were named to the Illinois Honor Roll in 2012, 2011, 2010, 2009, 2005, and 2004. We were featured in an article in "Chicago" magazine in April 2009 as one of the best charter schools in the area. In 2007, we were named one of the top 53 charter schools in the United States by The Center for Education Reform. We also received a "Charter Up!" award from the Illinois Network of Charter Schools for our innovative Farm to Table program.

PCCS provides an education that is grounded in place and strives to ensure that the students not only have a solid academic understanding of the natural world, but also recognize their own impact on the planet and develop strong relationships with the natural world. In its short history, PCCS has proven that these values go hand in hand with consistently high academic performance. Students are consistently recognized not only for their achievements in the classroom but for their community involvement and successes surrounding the school's "Culminating Project" program. In recent years, 8th graders have been awarded sponsorships and grant monies in excess of \$50,000 to make school and community improvements and received recognition from community and state leaders for their activism in the environmental arena. Other students have been acknowledged on the contributions made through their service learning accomplishments. Some memorable accomplishments by these students are:

- The addition of a wind turbine that provides power to the multi-purpose room/gymnasium

- The installation of Filter-Pave sidewalks that provide water retention using unique construction material
- The proposed ban on plastic shopping bags in the city of Grayslake, Illinois. This project resulted in the gathering of 175,000 signatures petitioning the Governor to veto legislation which would block citizens from having a local ordinance regarding choice regarding plastic bag use.

In addition to our unique environmental focus and our excellent academic achievement, there are several other factors that set PCCS apart as a model school. Class sizes are limited to 22 students per class, and instructional assistants provide additional support. Students in grades 1-6 have the same teachers for 2 years, in either looping classrooms or multi-aged groupings. This allows teachers, students and parents to develop meaningful relationships and benefit from valuable differentiated instruction.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The Illinois Standard Achievement Test (ISAT) is given each year to third through eighth graders, assessing Reading and Math. Additionally fourth and seventh graders are assessed in Science. This assessment measures a student's level of achievement against the Illinois State Learning Standards. PCCS sets lofty goals with an expectation that 90% of PCCS students in each grade level meet/exceed state standards.

Second through eighth graders are administered the Measures of Academic Progress (MAP) assessment. The MAP test is a computer based assessment which uses a multiple test format to assess an individual student's knowledge in a particular content area. The core areas of Reading and Math are administered two times a year (fall and spring). Students who do not meet the benchmark at the beginning of the school year are additionally administered the test in January to determine if they are progressing toward the spring benchmark. Ninety percent of students at each grade level are expected to score at or above the 35th percentile in each of the core areas.

Three times a year, Kindergarten through fourth graders are administered the AIMSweb assessment (an early math fluency indicator). Kindergarten and first grade students are assessed for understanding of numerical concepts, while second through fourth graders are assessed on calculation and problem solving.

Kindergarten through 2nd grade students are administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year. Kindergarten students are assessed on Alphabetic Principle and Phonemic Awareness. First graders are assessed for Alphabetic Principle, and Phonemic Awareness and Fluency. Second graders are assessed for Accuracy and Fluency.

Both the AIMSweb and the DIBELS assessments determine if students are making adequate progress and meeting yearly milestones. Again, students at every grade level are expected to meet set benchmarks (national norms) at a ninety percent level.

Over the last five years, students at Prairie Crossing Charter School (PCCS) have performed at high levels on the Illinois Standard Achievement Test (ISAT) and have been named to the state's Academic Excellence Honor Roll four of the last five years. As a school, the percentage of students meeting or exceeding on the ISAT has ranged from 94-96% on the Reading section, 96%-98% on the Math section, and 96%-100% on the Science section. As stated in Part V Section A, it is expected that 90% of our students meet or exceed. This expectation has been met in the core areas of reading, math and science for the last five years by students in grades 6, 7, & 8, and in four of the last five years for students in grades 3, 4, and 5. Going a step beyond, the following grade levels have had 100% of students meeting or exceeding expectations in one or more content areas:

Grade Level Students/Met/Exceeded Expectations: Content Area and Years

3rd grade: Math in 2011

4th grade: Reading in 2009; Math in 2009, 2012; Science in 2009, 2011

5th grade: Math in 2010

6th grade: Reading in 2008; Math in 2008, 2010, 2011

7th grade: Math in 2011, 2012; Science in 2011, 2012

8th grade: Reading in 2008, 2009, 2010, 2012; Math in 2008, 2010, 2012

80-90% of students requiring special accommodations typically score within the "meets" category on the ISAT. PCCS is a small school with a limited number of students at each grade level (44 students at each grade level 3rd through 8th). Due to the low number of students at each grade level, sub grouping

demographic information is not available. (Forty-five students are needed in a subgroup at a grade level for demographic information to be recorded.)

The administration and staff have the unique ability to examine individual student data and to closely examine the data for cohorts of students across years. Identifying cohorts of students, classrooms, and/or individual students early allows teachers to provide interventions and target skill deficits. In examining the data, third grade typically performs below the expected 90% meets/exceeds on the state test compared to other grade levels. To increase the efficacy of instruction in the core reading program, professional development (reading and writing instruction) was obtained for the elementary staff. In addition, a new reading intervention program (Leveled Literacy Intervention from Heinemann) was adopted. Teachers and instructional assistants were trained to use the program and efficacy checks are completed to determine instruction is skillful.

As stated, cohorts are tracked and an increase in students moving from the “meets” to the “exceeds” category is consistently present from third to eighth grade in math. An increase in students moving from the “meets” to the “exceeds” category is consistently present in third through sixth grade in reading. To expand further, the amount of students exceeding expectations typically increases each year with more students exceeding expectations than meeting. This trend appears to shift when cohorts of students reach the junior high level (seventh and eighth grade), with more students meeting expectations than exceeding expectations. For the last two years, a reading coach has held training sessions in the content area with the junior high teaching staff to address core instruction deficits in the areas of reading comprehension, vocabulary instruction and written language.

## **2. Using Assessment Results:**

Student success, independence, and environmental stewardship are among the guiding goals for the student body. The PCCS community (staff, administration and parents) work together to support students in reaching their greatest potential. As stated in our value statement academic rigor and innovation, we use effective and innovative teaching practices that result in consistently high student achievement. PCCS students needing assistance are identified as early as possible in a student’s academic career.

To determine current level of student functioning and to improve student learning, benchmark assessments are given three times a year (fall, winter, and spring).

- K-1st Grade—AIMSweb Early Numeracy
- 2nd-4th Grade—AIMSweb (CBM and Concepts & Application)
- K-2nd Grade—DIBELS
- 2nd through 8th Grade—NWEA (nationally standardized)
- 2nd through 8th Grade – Writing Assessment (informal)

These benchmarking assessments are given to determine current levels of functioning for all students at various grade levels. Parents are notified through the school website, the School Newsletter, and bi-monthly teacher newsletters as to when benchmarking assessments will take place and when student data will be sent home during each testing session.

Upon completion of assessments in the fall and the winter, assessment data is examined by the Director of Students Services, School Psychologist, Reading/Math Tutors and individual Classroom Teachers. The data is examined to determine which students met or exceeded standard benchmarks and which students did not meet basic standards. If after fall or winter screening assessments are completed and a student is below set benchmarks on the DIBELS or AIMSweb assessments or below the 35th percentile on the

MAP test in either the content areas of reading or math, additional diagnostic assessments are completed. Students are determined eligible for interventions based on data collected from formal benchmark assessments and informal assessments. Students determined eligible receive instruction in the core curriculum along with additional instruction either in the classroom by the classroom teacher and/or by a tutor outside of the regular classroom.

Three times a year after each benchmarking session, Data Day is held. This is a day in which a group of teachers from the same grade, known as a Grade Band Team, meet to discuss student data and determine students At-Risk of not meeting end of the year goals. This team is also supported by other educational professionals (School Psychologist or other specialist, Reading and Math Tutors) as appropriate. Grade band teams set grade band, classroom, and individual student goals, determine intervention(s) to be used with groups or individual students, the level and intensity of the intervention, and the person(s) to deliver the intervention (teacher or tutor). Parents of all students are sent data sheets in the fall and spring after each testing session. Data sheets inform parents if their student is achieving at or below grade level and additionally communicate when a student is in need of additional assistance.

Remedial tutoring programs are designed for those students who are “at risk” of not meeting state standards in the content areas of Reading and Math. Benchmarks for tutorial programs at PCCS have been set with this in mind. The district uses the national norms provided by each assessment as a source for setting benchmarks. Tutoring programs are grant funded. Services available to students may vary yearly due to available funds and student needs. Parents of students who qualify for tutoring are informed monthly and quarterly regarding their child’s progress, using data charts and letters. Important points to note:

- Progress monitoring probes are administered to all students identified as not meeting benchmarks in the areas of reading and/or math on screening assessments.
- Training is completed with staff in grades K-4 on benchmark assessments and progress monitoring to ensure the efficacy and fidelity of data.
- Monthly Grade Band Problem Solving meetings are held to examine progress monitoring data, to discuss intervention progress and to further discuss student(s) remediation of skills or problems
- Continued training of teacher assistants to implement intervention strategies
- The scheduling and organization of supplemental services and supplemental materials is completed by a Lead Reading/Math Support Teacher.
- Teachers are provided with training opportunities as needed to assist students identified as “at risk”.
- Research based interventions are provided within the regular classroom and, when appropriate, more intensively outside of the regular classroom.

A yearly Accountability Report is completed which shows how students have performed on benchmarking assessments, and how students receiving tutoring intervention have improved. This report is posted yearly on the school’s website in June. Student data results from state testing are additionally presented at a monthly board meeting, and posted on the school’s website.

### **3. Sharing Lessons Learned:**

Administrators, teachers and students are given every opportunity to share strategies, skills, and ideas with each other, families, the community, and educators from both local and national forums. Middle school teachers routinely meet with surrounding junior high and high schools for articulation regarding

Math, Language, Science, Spanish expectations, and curriculum alignment.

PCCS partners with National Louis University (NLU) not only in offering teacher training placement but also as a resource for the NLU faculty. NLU uses PCCS as a model to discuss charter schools and schools that have a unique mission and vision for education.

Teachers from PCCS have presented at National Conferences for the North American Association for Environmental Education in 2008 and 2009, the 1st and 3rd Annual Green Schools Conferences, and the Chicago Wilderness Congress in 2011.

In Wichita, Kansas, two teachers presented to other educators from schools across the country about Nature Journaling. This presentation included information on the benefits and methods of nature journaling, and ways to integrate it into the academic curriculum. The following year, in Portland, Oregon, two PCCS teachers presented ideas for integrating the growing and processing of wheat and ways to integrate it into the academic curriculum through the history and science curricula.

At the 1st Annual Green Schools Conference in Minneapolis, MN, a small group of students and teachers presented in concurrent sessions. The first, an exemplary 5th/6th grade service learning project (students made and sold rain barrels) had a booth that was visited by over one thousand participants. Students shared information about PCCS in general and the aforementioned service learning project. At the 3rd Annual Green Schools Conference in West Palm Beach, Florida, two administrators and three teachers shared the school's Green Challenge Program, which gets the entire school community involved in learning about specific environmental issues and lessening our school's impact on the earth.

The 5th/6th Multiage teachers escorted a small group of students to the Chicago Wilderness Congress in 2011, where they were invited to present their Service Learning Project (SLP) "No Child Left Inside." Outcomes from this meeting included:

- Networked with educators from Chicago and the surrounding area, offering their expertise surrounding this SLP.
- Presented at a partner school about the importance of learning about the outdoors and personal health.
- Met with U.S. Senator Mark Kirk's office to urge him to sponsor this bill.
- Senator Kirk co-sponsored this bill.

#### **4. Engaging Families and Communities:**

At PCCS, families and the community are an integral part of the school mission and vision and significantly contribute to school improvement and student success. PCCS's value statement, Partnering with Parents, bonds the school, parents, and community together throughout the year. Our environmental events bring students, parents, alumni, volunteers, and community together, allowing for fellowship and academic activities.

Encouraging parents to volunteer and be a part of their child's education at PCCS has been the cornerstone of partnering with parents. On a daily basis, parents are:

- Facilitating groups and one-on-one interactions in classrooms
- Assisting outdoor activities (Native American Week & Primitive Day)
- Mentoring for Culminating Projects (CP)

- Chaperoning camping trips
- Sharing their professional expertise with students

Parents are recognized for their volunteerism with the Volunteer of the Month spot on the school website. Parent involvement is also seen during conferences. Conferences held twice a year are almost always 100% attended.

PCCS makes an effort to ensure that all parents are involved in their children's educations, even if they are unable to be present on the school campus. Regular classroom newsletters provide parents ideas for extending classroom learning at home, including learning summaries, at-home discussion ideas, follow-up activities, etc. An online grade book allows parents to monitor student progress, and the school web page provides daily homework updates and resources for homework.

The Board of Education, committees, and task forces are comprised of parents from the school community, all focused on the school's strategic plan.

For the last three years, the Parent Involvement Committee has been instrumental in setting communication standards with parents on benchmarking assessments and organizing Family Math Night. Held for three years, these math nights are a great example of how the school partners with parents to increase student learning. Attendance has been unbelievable, with kindergarten having 90% of its students and their families attend. Exit surveys filled out by the parents have provided positive feedback and assisted the school in improving the event each year.

The school's Parent Staff Organization (PSO) works collaboratively with the school's administration and staff to embrace and support the school's mission and strategic plan. The PSO supports teachers with mini grants to fund education projects, provides monies for classroom supplies, and coordinates parent volunteers for classrooms. In recent months, they have formed a book club, bringing parents together to learn about and discuss varied school topics.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Prairie Crossing Charter School provides an extensive curriculum that meets student needs and prepares them for the future through integrated units centered on the natural environment across subject areas. In our academic curriculum centered on the environment, topics are taught through an environmental lens. Our curriculum is enhanced through activities and experiences in the natural world. All curricular areas employ various methods of learning (hands-on problem solving experiences to facilitate inquiry and discovery-based learning) to meet each child's learning style. Teachers use constructivist and problem-based approaches, and facilitate experiences in which students collaborate to find solutions to real-world problems. Comprehensive multi-grade-level themes become progressively more complex as students advance through the grades, experiencing a very personal learning environment.

We have identified seven environmental themes which recur throughout a student's education. Each of these themes is supported through integration into the current units of study. They are:

- Energy: including food chains, electricity
- Cycling of materials: soil, air, water cycles; rock cycle, natural resources
- Interrelationships: ecosystem interactions, human-nature interactions
- Change: phenology, earth/space science, adaptations, environmental history
- Sense of Place: relationship to earth
- Skills/Technology: scientific observations and inquiry, measurement, graphing,
- Lifestyle and Sustainability: service learning, resource use, farm/gardening

Language Arts: Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist charter. Reading and Writing Workshops are used to expose the world of books to students to help develop valuable reading and critical thinking skills. We foster enthusiasm and a love for reading through literature with integrated themes that are studied in class. Students experience a writing program which teaches necessary skills while fostering the creative aspects of writing.

Mathematics: All students use a mathematics program employing an organized sequence of skills which focuses upon problem solving as a basis for instruction. The Pearson Investigations Series and CMP2 are used along with supplementary materials aligned to Math Common Core Standards.

Science: The scientific method of questioning, experimenting and drawing conclusions is provided throughout the grade levels along with a constructivist approach. The Illinois Learning Standards, as well as the STEM educational model, drives the planning of our units of study. In K-4th grade, Foss Science kits are used with the Pearson Science Explorer Series used in 5th through 8th grade.

Social Studies: Aligned with the Illinois Learning Standards, students learn about history, government and society through simulations, literature, outdoor field studies, and other hands-on experiences.

Foreign Language: We teach Spanish at all grade levels, employing interactive, hands-on activities (cultural games, songs, arts and crafts, etc.) as well as research-based projects that incorporate language

acquisition to foster the students' love of languages and build upon the importance of early second language acquisition.

**Physical Education:** The program teaches functional fitness and health to promote lifelong healthy, fit individuals.

**Fine Arts:** The Arts Program is aligned with the Illinois State and National Fine Arts Standards. Themes covered in other subject areas are reinforced in art and music lessons. Students develop skills and strategies for enhancing creativity, imagination, and self-expression. A study of how artists and the arts contribute to societies around the world is integrated into these approaches.

**Service Learning:** Students participate in various age-appropriate service learning projects which enhance the classroom curriculum and apply what each student learns to the world around them. They transform the student into more responsible and respectful global citizens.

**Technology:** PCCS has in place a five year technology plan embedded within the School Strategic Plan. A central tenet of this plan, is the vision of "integrating technology into the learning environment to enhance the unique aspects of the PCCS curriculum." Students use technology throughout their school experience (i.e. video cameras, GPS units, composition/editing software) to create and demonstrate their understanding of learning in the content areas. A few of many examples of technology used with the learning environment are below:

- A geocaching lesson created by students for students was used during an all school assembly. This activity saw students instructing other students to operate GPS units, and working with students in small groups to follow a GPS course.
- Video vignettes created by students to show the attainment of a skill
- Kindergarten through fourth grade students, with the assistance of an adult, use interactive online software to read and then record reading passages. In addition students read graphed data to determine their level of progress
- Online learning is an option open to students in fifth through eighth grade in our advanced math classes (ALEKS), and for those students requiring remediation and/or extending learning (i.e. Khan Academy).

PCCS has implemented Google For Education as part of our communication/technology plan for our students. Each of our 5th-8th grade students has a school-issued email account and uses Google applications for collaboration, sharing, and assessment. Students and staff are able to engage in online discussions and interactions through these applications; the incorporation of this collaborative process helps students to become well-versed in computer/internet etiquette and usage skills. In addition, students work together, practicing the mechanics of editing, revising, coaching their peers and benefit from mentoring by the instructional staff in the art of different writing styles.

**College & Career Readiness:** As mentioned in another section of this report, service learning is an essential element of our school's mission. Our service learning culminates in the 7th & 8th grades with a rigorous 18-month project where students gain 21st century skills which prepares them for high school, college and adulthood. PCCS teaches students to become independent thinkers and serve as leaders within the parameters of these culminating projects.

During the Culminating Project (CP), students are expected to practice the skills fostered in earlier grades: independence, responsibility, and service to others. Students collaborate with their peers and adults in the community to complete a self selected service project which will impact their community. Students are mentored in public speaking, professional writing (email and formal correspondence), and telephone

communication skills. They are encouraged, mentored and given the tools to develop skills that allow them to lead a project that benefits their school community, the community at-large or even larger populations. Our students meet with leaders within these communities and advocate for improvements in the area of environmental stewardship, innovation or ecological understanding. Some of our students have initiated a movement towards change and some students have furthered worldwide movements by serving as spokespeople. Throughout the last five years, our students have met with local and national companies, local government officials, local and state representatives and many more. Our students have worked on a small scale and within a larger, more global scale. What all of our students take away from this process is that ALL of their work is valuable and beneficial; and their service no matter how small makes an impact on their community.

## **2. Reading/English:**

In line with Prairie Crossing Charter School's instructional values, a constructivist approach to teaching reading is used in which students are asked to construct their own meaning from text. PCCS uses a balanced reading approach using the Reading & Writing Workshop to teach foundational reading and writing skills. Throughout the grade levels, the five elements of reading (phonemic awareness, phonics, vocabulary, comprehension, & fluency) are reinforced. Teachers use guided reading groups to teach small groups of students at their instructional reading level. At the earlier elementary levels, phonemic awareness and the graphophonics system is taught. In addition, comprehension is taught; teachers ask students to interpret books by constructing meaning from the text. Students, in collaboration with their teacher, create individualized goals based on literacy strategies (comprehension, awareness/accuracy, fluency and vocabulary). Mini lessons are used to teach reading strategies and/or literacy components to students. These mini lessons focus on deeper comprehension, teaching students to use meta-cognitive systems and structures (Making Inferences, Questioning, Determining Importance, Visualization, and Synthesizing). At their own level and pace, students practice these strategies during independent reading time. In the early elementary grades, a majority of our teachers are using the Daily Five. In all classes, the Words Their Way program is used to support word study and reinforce spelling. Workshop is an experience where students construct their own meaning in writing about reading. It is also a constructivist learning experience which extends student thinking and aligns with our core instructional practices.

To assess students' reading knowledge and determine levels of functioning, running records and anecdotal records (noting student's strengths and instructional needs) are kept by teachers. In the primary grade, early literacy indicators are used as well. A writing portfolio is kept on each student.

Over the last five years, student data and needs assessments completed by staff indicated a call for increasing the efficacy of instruction in the core reading/writing curriculum. With the school's focus on reaching for higher standards (90% of students meeting grade level expectations, and increasing the percentage of students exceeding expectations), additional professional development was designed to meet these lofty, but attainable goals. For the last three years a reading coach has held training sessions in the content area of reading and writing with the PCCS teaching staff. These sessions included using assessments to inform instruction, learning new reading and writing instructional techniques, and teaching using the Reading/Writing Workshop. In addition, the school has gained knowledge and assistance from the Regional Office of Education to prioritize and pace the English Language Arts Common Core Standards.

## **3. Mathematics:**

In Kindergarten through 5th grade, Pearson's Investigations for the CCSS ©2012 is used. Investigations is a comprehensive, Common Core elementary math program. Investigations is broken down into units. Each curriculum unit focuses on an area of content in depth, providing time for students to develop and practice ideas across a variety of activities and contexts that build on each other. In sixth through eighth grade, Pearson's CMP2 is used. CMP2 emphasizes inquiry & applications, focuses on problem-solving strategies, habits of mind, and mathematical proficiency with the use of deeper, coherent, connected units



through a constructivist approach. Both programs are research-based and have been extensively field tested and, as the Pearson company states, are carefully designed to invite all students into mathematics.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation as well as skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have a deeper understanding and longer retention of math concepts. For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these students through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept.

#### **4. Additional Curriculum Area:**

At the heart of Prairie Crossing Charter School's mission and values lies environmental education. The environment is an ideal centerpiece for a rigorous academic curriculum. Place-based learning uses the environment as a classroom and foundation for the study of ELA, math, science, social studies and other curriculum areas. Children are naturally curious about nature; it invites inquiry learning and intellectual stimulation. Furthermore, being outdoors has proven emotional and physical benefits. The environment is naturally integrated across academic disciplines; environmental issues encompass important concepts in social studies and STEM content areas. The natural world has long been an inspiration for literature and the arts, making it an ideal lens through which to explore our talents and study the efforts of writers and artists of significance.

We approach environmental education from a whole-student perspective, focusing on an academic understanding of the environment, an affective relationship with nature, and practicing behaviors that help the planet.

To impart ecological understanding, the school's curriculum has the environment woven throughout subject areas. Many topics are taught through Integrated Environmental Units, intensive topic-themed units of study that incorporate all core academic areas. These units blur the traditional barriers between academic subject areas, showing students the real connections between disciplines. The standards-based units were teacher-developed using Understanding by Design and meet more standards by providing opportunities for interdisciplinary learning and connections.

We develop strong affective feelings for nature through developing a sense of place and outdoor experiential learning. Students engage in nature journaling through solo spots, an activity in which students return to the same place repeatedly to observe, write, draw and reflect. Students learn from field experiences, ranging from 45-minute nature walks to multi-day overnight camping and environmental education trips in middle school. This contact with nature helps students to develop connections with the broader world.

Students also focus on environmental stewardship and behaviors that lessen environmental impacts. The school has a service learning curriculum, which involves meaningful integration of community service and academic learning. Through service learning, students gain self-efficacy and valuable 21st century skills. Students also learn about behaviors that positively impact their world through participation in our Green Challenge program. Each month, the school community focuses on an environmental issue, learning about it, monitoring impact, and making commitments to lower impacts at school and home.

Finally, students learn about stewardship through gardening. Nurturing plants teaches students to care for the land they steward while employing content area knowledge.

## **5. Instructional Methods:**

Within our curriculum, our teachers use problem-based learning (PBL) as an instructional method which challenges students to “learn to learn”. Students work cooperatively and are engaged to seek solutions to real world problems that initiate learning in various subject matters. This instructional method prepares students to think critically and analytically, as well as utilize different learning resources appropriate for their grade level. Using PBL meets the needs of students in a variety of ways because it is student-centered, student-driven, and allows the teachers to meet the needs of students. Project-based learning engages students actively in their educational experiences by applying the skills they are learning in their classes to solve challenging real world based problems (Soloman, 2003). Problem-based learning and project-based learning break up the old paradigm of “teacher as the expert and deliverer of knowledge.” This approach helps to instill in students the trait of self-directed and inquisitive learning practices.

Teachers do not follow a regimented curriculum but instead use a system that is flexible enough to reach each child where they are situated within the educational spectrum. Additionally, PCCS uses differentiated instruction to address individual learning needs of its students. Teachers adjust their instruction to fit the skills and experience level of each student in their classroom. To engage themselves in classroom activities, students are given choices. This creates an excitement and interest about the learning objectives which is a component for a student to make academic gains. Differentiated instruction allows our students to take ownership of their learning and their individual learning style(s) which makes them involved and interactive in their learning.

Students who are identified through a rigorous assessment process to be below grade level in a given subject are supported academically through the school’s RtI program. Through this program, students are instructed by teachers, tutors or instructional assistants in small group, large group and/or through individual sessions. Progress is monitored on a regular basis and interventions are adjusted to benefit the students’ learning styles. Students found to be at grade level are also given the opportunity to challenge themselves to further their academic potential. In this way, all students are encouraged to work towards their full abilities.

## **6. Professional Development:**

With an overarching goal of collaboration, PCCS administration encourages instructional staff to embrace new challenges and open themselves to new learning, for the betterment of student success. The administration at Prairie Crossing Charter School believes, for professional development to be effective, training needs to be embedded, having a connection to the daily work within the classroom. Staff Needs Assessments are completed annually, identifying professional development needs. Teachers at PCCS are asked to learn and grow through planned integrated professional sessions held throughout the year, focused on the school’s strategic plan. Teachers take part in six In-Services annually. Monthly Early Release Days are used to interpret student data, discuss effectiveness of instructional interventions, and plan curriculum. In addition, Data Days are held three times a year where teachers analyze results and discuss strategies for improving student learning.

For the past five years, the professional development plan at PCCS has centered on continuous improvement to impact student performance. The focus has been on increasing instruction in the areas of reading and writing (in core curriculum and secondary interventions) in response to student data and the implementation of the new ELA Common Core Standards. To gain knowledge of and practice the ELA standards, the teachers worked with a reading coach; observed classroom instruction, discussed techniques used, and finally articulated across grade levels to enhance every teacher’s knowledge of student academic goals at differing levels.

Another teacher growth opportunity occurs during Grade Band Team meetings. Grade Band meetings provide time for teachers to collaborate and interact with their colleagues. During these Professional Learning Community (PLC) meetings, teachers set yearly SMART goals that are student-focused and center on increasing student learning. PLC teams also meet to discuss curriculum, analyze student instruction, and share knowledge and expertise with each other.

A variety of other options also provides increased teacher knowledge and professional growth.

- A mentorship program for first and second year teachers provides professional growth/support and is designed to improve instruction, data analysis, classroom management, as well as give an orientation to the school's climate and programs.
- Teachers are asked to write Professional Growth Plans (including an action plan, measurements of success and reflections)
- Book Talks focusing on instructional strategies for ELA standards are attended voluntarily by a good number of our teaching staff
- Peer observation of lessons, with a reflection component, is a required piece of the evaluation system.

## **7. School Leadership:**

PCCS is a unique, one-school district. The Board of Directors' key role is to protect the school's mission and steward resources, while the Executive Director ensures all district management decisions and procedures filter through the PCCS Strategic Plan. All school leaders look to the strategic plan as the guiding model to support the school's mission. Leaders ask a common question: Is a proposed action a mission fit for PCCS and does it align with the current strategic plan? There are three key managers who oversee the academic life of the school and work closely with special committees to improve all aspects of student learning: the Director of Student Services (DSS), the Dean of Faculty and Students (DFS), and the Dean of Environmental Programs (DEP). Each of these key managers has overlapping roles providing backup for one another making sure major actions are not taken in isolation. The DSS is responsible for curriculum oversight and all matters relating to special education, including leadership of the RtI and Problem Solving Committees. The DSS additionally monitors assessments and student data. The DFS runs the daily operations of the school and develops and oversees procedures. While individual classes are the domain of the teachers, the DFS is responsible for shared resources and leading the Safety Committee (ensuring a safe environment for learning) while setting the tone on campus. The DEP provides input, guidance, and resources for teachers to develop the environmental curriculum aspect of each thematic unit. The DEP is the steward of both the buildings and grounds and works to assure they are teaching tools. We have reorganized school administration over the past five years to develop an administrative structure that focuses on change, teacher development, and student achievement. It is an administration that:

- provides for professional staff development (encouraging teachers to attend conferences and teach about lessons learned) which stimulates intellectual growth and teaches our teachers
- recognizes teachers' accomplishments
- gives autonomy to the teachers to develop thematic units and create innovative activities

Leadership is promoted within the teaching staff, through service on board committees with policy work; with the PSO, through cooperative program planning; and with parents through collaborative membership on board committees and parent committees. Mentor teachers provide leadership to new first and second

year teachers. Grade bands work together in Professional Learning Communities to support, encourage, teach, and learn from each other with the goal to increase student learning.

# 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	100	95	95	93
Exceeds	58	73	58	55	50
Number of students tested	43	44	43	42	44
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds			Masked	Masked	Masked
Exceeds			Masked	Masked	Masked
Number of students tested			1	1	2
<b>2. African American Students</b>					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	4
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	6	2		1
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	91	Masked
Exceeds	Masked	Masked	Masked	45	Masked
Number of students tested	5	6	6	11	6
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

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## 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	91	98	91	81	95
Exceeds	47	57	37	48	35
Number of students tested	43	44	43	42	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds			Masked	Masked	Masked
Exceeds			Masked	Masked	Masked
Number of students tested			1	1	2
<b>2. African American Students</b>					
Meets/Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	4
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	6	2		1
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	64	Masked
Exceeds	Masked	Masked	Masked	45	Masked
Number of students tested	5	6	6	11	6
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	100	98	98	100	98
Exceeds	49	55	54	39	34
Number of students tested	43	44	41	41	41
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds		Masked	Masked	Masked	
Exceeds		Masked	Masked	Masked	
Number of students tested		2	1	1	
<b>2. African American Students</b>					
Meets/Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	3	
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	4	3		1	3
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	9	7	7
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	98	93	85	100	95
Meets/Exceeds	51	46	54	56	56
Number of students tested	43	44	41	41	41
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds		Masked	Masked	Masked	
Meets/Exceeds		Masked	Masked	Masked	
Number of students tested		2	1	1	
<b>2. African American Students</b>					
Meets/Exceeds			Masked	Masked	
Meets/Exceeds			Masked	Masked	
Number of students tested			1	3	
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Meets/Exceeds	Masked	Masked		Masked	Masked
Number of students tested	4	3		1	3
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	9	7	7
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Meets/Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Meets/Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	95	100	98	98
Exceeds	32	47	22	21	16
Number of students tested	44	43	41	42	43
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	2	1	2		1
<b>2. African American Students</b>					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	3	
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	83	Masked	Masked	90
Exceeds	Masked	42	Masked	Masked	0
Number of students tested	8	12	5	9	10
<b>5. English Language Learner Students</b>					
Meets/Exceeds		Masked			
Exceeds		Masked			
Number of students tested		1			
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	93	88	95	95	95
Exceeds	57	58	49	52	63
Number of students tested	44	43	41	42	43
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	2	1	2		1
<b>2. African American Students</b>					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	3	
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	67	Masked	Masked	80
Exceeds	Masked	25	Masked	Masked	50
Number of students tested	8	12	5	9	10
<b>5. English Language Learner Students</b>					
Meets/Exceeds		Masked			
Exceeds		Masked			
Number of students tested		1			
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	98	100	100	95	100
Exceeds	52	51	42	43	25
Number of students tested	42	43	41	42	36
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	2		2	1
<b>2. African American Students</b>					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	1	3			1
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		3
<b>4. Special Education Students</b>					
Meets/Exceeds	92	Masked	100	Masked	Masked
Exceeds	25	Masked	10	Masked	Masked
Number of students tested	12	6	10	8	3
<b>5. English Language Learner Students</b>					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	98	98	95	100
Exceeds	60	65	68	55	56
Number of students tested	42	43	41	42	36
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	2		2	1
<b>2. African American Students</b>					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	1	3			1
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		3
<b>4. Special Education Students</b>					
Meets/Exceeds	83	Masked	90	Masked	Masked
Exceeds	25	Masked	40	Masked	Masked
Number of students tested	12	6	10	8	3
<b>5. English Language Learner Students</b>					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	100	100	98	97	91
Exceeds	51	63	59	44	47
Number of students tested	43	43	41	32	34
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	3	1	1		
<b>2. African American Students</b>					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	2				
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	2		1	3
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	8	2	7
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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  
Edition/Publication Year: 1999

Grade: 7 Test: ISAT  
Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	98	95	97	91
Exceeds	33	47	54	47	29
Number of students tested	43	43	41	32	34
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	3	1	1		
<b>2. African American Students</b>					
Meets/Exceeds	Masked				
Exceeds	Masked				
Number of students tested	2				
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	2		1	3
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	8	2	7
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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
<b>SCHOOL SCORES</b>					
Meets/Exceeds	100	95	100	97	100
Exceeds	65	60	61	49	63
Number of students tested	43	42	28	33	30
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	1	1			2
<b>2. African American Students</b>					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	3	
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	80	Masked	Masked	Masked
Exceeds	Masked	10	Masked	Masked	Masked
Number of students tested	5	10	1	4	5
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> 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  
Edition/Publication Year: 1999

Grade: 8 Test: ISAT  
Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	100	95	100	100	100
Exceeds	19	19	18	10	20
Number of students tested	43	42	28	31	30
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	1	1			2
<b>2. African American Students</b>					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	3	
<b>4. Special Education Students</b>					
Meets/Exceeds	Masked	80	Masked	Masked	Masked
Exceeds	Masked	10	Masked	Masked	Masked
Number of students tested	5	10	1	4	5
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					