

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. James Aalfs

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hough Street School

(As it should appear in the official records)

School Mailing Address 310 South Hough Street

(If address is P.O. Box, also include street address.)

City Barrington State IL Zip Code+4 (9 digits total) 60010-4306

County Cook County State School Code Number* 340492200262002

Telephone 847-381-1108 Fax 847-620-4710

Web site/URL

http://www.barrington220.org/hough E-mail jaalfs@barrington220.org

Facebook Page
https://www.facebook.com/pages/Hough-Street-School/280459745332336
Twitter Handle _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Dr. Brian Harris, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: bharris@barrington220.org

Other)

District Name Barrington 220 Tel. 847-381-6300

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. Brian Battle, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 11 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	15	35
1	21	18	39
2	21	20	41
3	27	27	54
4	31	31	62
5	27	34	61
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	147	145	292

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	301
(5) Total transferred students in row (3) divided by total students in row (4)	0.073
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 1%
4 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Spanish, French, Polish, Mandarin, Hindi, Telugu, German
8. Students eligible for free/reduced-priced meals: 11%
 Total number students who qualify: 33

Information for Public Schools Only - Data Provided by the State

The state has reported that 29% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
30 Total number of students served

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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</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>3</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13.
**For
school**

Is ending in grade 12 (high schools)

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Inspiring all learners to achieve excellence.

PART III – SUMMARY

Hough Street School, fondly called Hough, is located in the heart of downtown Barrington, a rural suburb forty-three miles northwest of downtown Chicago. Hough is one of eight elementary schools in a unit district encompassing twelve schools over 75 square miles and four counties (Cook, Kane, Lake, and McHenry). Our location straddles both Cook and Lake Counties and consists of mixed density properties (residential, rental, and commercial) which supports a diverse community of learners and active parental involvement. Considered a neighborhood school as the majority of our students walk to and from, Hough has been in continuous existence since 1855. The current school is the third building on this site and is a prominent feature in Barrington's local history. Our student population includes multi-generational families who have attended Hough and take great pride in this community "fixture." Due to its central location in the heart of the village of Barrington, it is home to Barrington 220's Self-Contained Extended Resource Program (magnet program for Gifted and Talented grades 3-5) as well as regular education classes (grades K-5). Committed to an educational program based on content rigor and high expectations, our staff seeks to nurture the whole child while implementing the District's mission of "Inspiring all learners to achieve excellence."

Our rich traditions bind us together as a school community and creates a bond between us and the entire Barrington community. At the start of every year we begin with a back-to-school barbeque to welcome everyone, especially those families who are new to our school. The Halloween parade is a tradition like none other. An original fire truck from the 1920's leads the parade as the students walk through the village streets for all of the neighbors to come out and watch. We take great pride in honoring the men and women who serve our military. Each year in November we invite our veterans into our school for a ceremony during the regular school day as well as a concert in their honor in the evening. In addition, there is something for every Hough student to be involved in such as: Student Council, band, orchestra, Harmonizing Hawks, Compass Learning Club, chess club, basketball, cross-country, speech tournament, spelling bee, First Lego League, Roselli Young Authors, after school mini-courses, a talent show, cooking club, kindness club, and drama club. In February our parents hold a special event known as "Parents Night Out." This fundraiser raises money to offset the costs of those experiences like assemblies and field trips that otherwise would not be feasible. Each year we conclude with an all school field day to promote a healthy life style and the importance of including physical activity to our daily routines. A fifth grade breakfast is dedicated to honor our fifth grade students. Family members are invited to this special occasion where we reflect on the highlights of the year as well as showcase their many talents. A "clap out" is the very last tradition each year where we line the hallways with our kindergarten through fourth grade students and have our fifth grade students exit the building one last time with all of us giving them a round of applause.

The Rising Star team at Hough Street School guides the staff in the school improvement process by cultivating a high-level of passion toward professional development. Teachers are given choices regarding what and how they learn. Book studies during the summer break are a common occurrence where skills are learned and the development of best practices are shared through our learning together. Professional curiosity and action research are valued. In turn, it allows teachers to authenticate that learning is a lifelong endeavor.

While Hough Street School enjoys success in all academic domains, writing is an area of relative strength. In 2010 our school adopted the Lucy Calkins form of writing. After several years, the entire district followed our lead and adopted the same program. An emphasis is placed on the Common Core State Standards for the writing practices. Our school has been a pioneer in many of the academic programs that have been implemented in the entire district. Parent Universities are held to inform our families of our instructional methods and philosophy.

The best way to describe Hough Street School is to say that as you walk into the school you feel as if you are walking into a hug. All decisions that are made at Hough revolve around one simple question, "What's best for kids?" Hough is worthy of National Blue Ribbon status because of its consistently high levels of achievement. There is an emphasis on the education of the whole child and a strong partnership between the parents and teachers. We believe that we are fostering an environment that cultivates a yearning to be a lifelong learner.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Hough Street School maintains high expectations for all students and has a long history of striving for excellence. Embracing the Common Core State Standards (CCSS), our mathematics and literacy curricula are fully aligned. Barrington 220 is in the process of aligning our science curriculum to the Next Generation Science Standards. Our social studies curriculum is compliant with the Illinois Learning Standards and currently under review for alignment with the CCSS. Because Hough Street School focuses on rigor and challenge for all students, we differentiate learning experiences for children that may be beyond the core scope and sequence of our curriculum standards. Using a differentiated approach, we strive to maximize each student's growth socially, emotionally, intellectually, and physically.

English/Language Arts: Hough Street School's literacy curriculum engages students in reading literature, biography, and poetry as well as complex nonfiction texts in science and social studies. Employing close reading strategies, students are challenged to ask and answer higher-level questions as well as use evidence from the text to support their thinking. We expose our students to complex text in a variety of genres and look at this text through the lenses of author's craft, purpose, theme, and bias. We consistently use peer discussion, written reflection and analysis to develop the important skills of critical-thinking and inference. Our program includes texts and philosophies from Lucy Calkins' Units of Study in Teaching Reading and Writing, Stephanie Harvey's Comprehension Toolkits, Fountas and Pinnell's Phonics Lessons, as well as Word Wisdom and Ganske's Word Study. Instruction is provided through whole group, small groups, and individual conferencing. Following the reading and writing workshop model, we engage our students with complex text (using quality mentor and classic exemplar texts) and student conferencing to maximize the learning experiences of each child and provide differentiation. We have developed a comprehensive leveled literacy library as a resource for guided reading in both fiction and nonfiction. Prioritizing writing across all content areas assures that students have enough time to become fluent and articulate communicators.

Mathematics: Hough Street School applies best practice in mathematics in using Math in Focus, an innovative curriculum based on the Singapore Math Teaching Method and aligned to the CCSS. Teachers focus on deep mathematical understanding by moving from concrete to pictorial to abstract thinking. Manipulatives are used at every grade level, as we want students to "see" the math, and develop understanding in a constructivist approach. We emphasize problem-solving over skill and drill, and flexibility of thought as we solve complex problems in more than one way, employing multiple strategies. Teachers create experiences and explore opportunities for students to build their facility with the mathematical practices identified by the CCSS.

Science: The foundation of our science curriculum is a hands-on approach that fosters scientific thinking based on an inquiry approach. Scientific practices, crosscutting concepts, and core ideas form the foundation for each grade levels' explorations. At Hough Street School, each grade level participates in a field experience, doing real science; such as gathering prairie seeds, or determining the health of a pond. There is no one science textbook, rather each classroom has a collection of leveled nonfiction reading materials to support learning as well as electronic resources. Units of study were chosen based on best fit with the CCSS and NGSS. There is a design challenge for each grade level which engages students in an engineering experience.

Social Studies: While our district social studies curriculum is in flux, Hough Street School has implemented cutting edge curriculum. Fifth graders are piloting the business education program, Lemonade Day. Though our student population is not racially diverse, we ensure that their ethnic diversity is recognized and global awareness and citizenship is fostered through geography and current events study, yearly school-wide cultural expos, and cultural arts programming. At the primary grades, the curriculum focuses on community and local history; in third grade, students study Chicago and Illinois history; in fourth and fifth grade, students study the history of the United States.

2. Other Curriculum Areas:

Introduction: Hough Street School has a lively and engaging art, music, and physical education program. We believe that since these are areas of high interest, and may be a unique area of strength for some students; the time devoted to these pursuits increases the social-emotional health and core curriculum performance of all our students. These classes are an essential part of our school day and provide an outlet for creativity, expression, and team-building.

Visual Arts: All students, grades 1-5, receive fifty minutes of art instruction per week from licensed art specialists. The art curriculum focuses on the elements of design and art vocabulary. The development of both observation and fine motor skills encourages artistry and creativity. The daily display of artwork throughout the school highlights our students' ongoing artistic development, creative vision, and mastery of techniques. The art specialists often work with classroom teachers to coordinate art projects with essential classroom curriculum, particularly social studies and literacy.

Performing Arts:

Music - Vocal: All students, grades 1-5, receive fifty minutes of music instruction per week. The music curriculum, taught by music specialists, is focused on music concepts, vocabulary, and vocal performance. Classroom instruments and movement extend the experience and reinforce musical elements. Fourth grade students receive instrumental instruction on recorders reinforcing the reading of music notation. Students have the opportunity to perform concerts twice a year emphasizing vocal music, dance, and instruments. The music specialists work with classroom teachers to connect what they are doing in music class with what students are studying. The Harmonizing Hawks, a club composed of 4th and 5th grade students who have a particular interest in vocal performance meet one morning a week before school and engage in a number of community performances during the course of the year.

Music - Instrumental: Students, grades 4-5, have the option of participating in instrumental music instruction (band, orchestra) featuring group lessons during the school day, and weekly rehearsal with other district band and orchestra students before school. Students perform in three concerts during the school year. Approximately 1/3 of Hough 4th and 5th graders begin their experience with musical instruments in this popular program.

P.E./Health: All students, grades 1-5, participate in 25 minutes of daily physical education class. The primary curriculum is focused on motor skills, movement concepts, basic fitness, and nutrition habits. The intermediate curriculum emphasizes sports play, fitness concepts and goal setting, and nutrition. At all grade levels, students learn cooperation, positive social interactions, and skills to develop and maintain a fit and healthy life style. Seasonal extracurricular sports teams, basketball and track, are offered to all 5th grade students. (77 words)

Educational Technology: The library provides open access to information tools and content for 21st century learning - books, eBooks, audiobooks, databases, educational software, online search tools, computers (laptops, iPads), handheld digital devices (eBook readers, iPod Touches), Makerspace (3D printer, digital microscopes), and other digital learning tools to the entire Hough community (students, staff, and families). Along with access to the digital learning tools and content, the licensed library information specialist provides fixed and flexibly scheduled instruction and guidance to all students K-5 on how to use tools safely, appropriately, and effectively. The library media curriculum serves as the basis for developing cooperative partnerships between the teacher librarian and the classroom teacher to design and implement integrated curricular units of instruction fostering inquiry, literacy, and technology skills. This curriculum is focused on information literacy – access, evaluate and ethically use information from a variety of sources; digital literacy – choose and safely utilize a variety of technology tools, devices and resources to demonstrate learning (blogging, digital storytelling, coding); and literacy acquisition – read, comprehend, and speak about written text. It also emphasizes information retrieval skills, critical thinking skills, and the selection of quality literature for independent reading. A literacy mentorship program, the Hough Reads Buddy Club, matches Barrington High School students with primary students (grades 1-3) for after-school paired reading experiences. Literacy is promoted through family literacy nights (print and non-print emphasis), year-round reading clubs, book fairs, annual author/illustrator visits, and a storytelling festival.

3. Instructional Methods and Interventions:

Teachers, special service educators, and gifted specialists along with our instructional coach, collaborate and refine our instructional practices to reflect current research and best practice. Using formative, informal, and summative assessment data, students are flexibly grouped by readiness and/or interest to allow students to access curriculum at a pace and rigor that meet their needs. Flexible grouping may occur within the classroom, within the grade-level, and across grade levels to ensure that all students have equal access to appropriately challenging tasks. These students complete a parallel curriculum, aligned with the core curriculum and receive additional support and intervention, or enrichment and acceleration. For students performing academically two or more grade-levels above their grade-level peers, we offer a self-contained, all day, gifted program or a subject-based gifted resource program for reading or math. Requiring both acceleration and enrichment, these students receive fair access to grade-level material that is above their age level peers. Students requiring more reinforcement or a different approach receive small group instruction and specialized support by interventionists (push in or pull out) who work with the classroom teacher. Data and effective practices are used to determine optimal learning environments for every student.

Our teachers take the role of “guides” in the classroom offering many opportunities for higher-level thinking, discovery, real-world application, and student choice in projects/topics of study. Hough believes that all students can and will learn. Using a conferencing approach, goal-setting and student reflection are a routine part of our learning system which encourages students to take ownership of their learning and academic growth. Differentiation is a fundamental component of each core content curriculum and materials are selected to meet the needs of each learner at their ability level. Technology is often used to support and enhance learning for students. Using the workshop model in language arts, teachers plan and engage students in short, whole group mini-lessons which provide a catalyst for learning. Students are actively involved in independent literacy investigation. Our school-wide word study program involves inquiry lessons and differentiated word sorts. In mathematics, individual needs of students are identified while students are actively engaged in problem-based learning, and mathematizing - frequently working in differentiated groups using pen and paper, iPads, individual white boards, or manipulatives to solve complex math situational problems. Instructional methods in science center on experimentation and problem-based collaborative learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Hough Street School uses data to make decisions about curriculum and instruction for students, understanding that a single test score is not always sufficient to describe a student's performance in Reading or Mathematics. We consult with a private data management company to create a composite of multiple prior individual student scores allowing our staff to examine universal assessment results through a comprehensive lens. Examining data over time has led Hough staff to emphasize two major categories: early intervention and increasing student growth expectations.

We have discovered that early intervention with our youngest students experiencing academic difficulty ensures a greater amount of success achieved in later years. Early intervention decreases the number of students requiring academic intervention in intermediate grades. We begin assessing all kindergarteners within the first few weeks of school and differentiate our instruction to meet all students' needs.

A cross-sectional analysis of performance trends of our measurable subgroup revealed the performance gap between general education and special education students has been decreasing. Special education students have been closing the gap by an average 1.4% per year in reading and by 1.8% in math over the course of this 5 year data set. Further examination of the ISAT data set indicates that the whole school population has met or exceeded the standard by an average of 94% for reading and an average of 97% for math. Special education students have met or exceeded an average of 90% on ISAT Reading and 94% on ISAT Math.

We have shifted the focus at our Data Analysis meetings from concentrating solely on having students meet proficiency expectations, to a more multifaceted approach keeping proficiency in mind, but also honing in on student growth. Our expectation is that all students can learn and grow.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Hough Street School believes that all students can learn and grow to achieve success. Our core curriculum has been carefully selected to meet the needs of the majority of our students. Hough Street School has a Core Problem Solving Team that meets every six to eight weeks. The purpose of these meetings is to examine universal screening data from MAP Reading and Math tests, AIMSweb measures, progress monitoring data and classroom formative assessment.

Data Analysis meetings are held after Universal Screening Benchmark Assessment windows. We examine the school-wide data, looking for patterns and trends. We identify as a whole school, or at the grade-levels areas of strength to celebrate and areas for improvement. We generate theories as to why the data looks the way they do. We then determine if there is any adjustment to the core curriculum as a school, grade-level and classrooms that might positively impact growth of all students, set goals, and develop an action plan. We then begin to sort students into the following categories: At/or Above Proficient and At/or Above Individual Growth Target, At/or Above Proficient but Below Individual Growth Target, Below Proficient but At/or Above Growth Target, and Below Proficient and Below Growth Target. We then identify strategies for differentiation in order to target areas of improvement/or enrichment. We then identify students for whom in-class differentiation may not provide necessary intensity of support. Interventions and/or instruction is then planned for students with specific and measurable goals in mind. A timeline for implementation is established and reviewed, including teacher to deliver the intervention, frequency and duration of the intervention, measurement tool by which students will be progress monitored, and parents are consulted about the data and intervention. Data review meetings are held every six to eight weeks to review progress of students receiving intervention.

Part VI School Support

1. School Climate/Culture

Hough believes that the positive climate and culture purposefully created at our school plays a pivotal role in the successful academic and social-emotional development of students and staff. This climate has been created through activities that take place as extensions of the school day, programs during the school day, and in the way teachers interact with each child in the classroom and each other. Hough's "small school" status fosters a sense of family in that we all, teacher, student, and parent, know each other. The Hough PTO recognizes our teachers' commitment through gifts and grants. Staff members are supported with weekly recognition (opportunity to share personal and/or professional achievements) by our principal.

The school day begins positively and respectfully with the Pledge of Allegiance followed by the Hough Pledge, composed by Hough staff members and espousing the pillars of good character. Staff members have collaboratively identified ten non-negotiable beliefs about respectful words and actions that guide us in our interactions with students and each other throughout the day. Our belief that "every student at Hough is ours" means each staff member has a responsibility for and a commitment to the success of every child. This finds teachers volunteering as student mentors who need extra support through informal check-ins and lunches. Students demonstrate service to others as Lunch Helpers and coordinating food/clothing/book drives for the needy.

Our commitment to creating a caring community in which every student and teacher holds one another in positive regard begins before the start of the school day. Academic support and social/emotional support is provided through teacher-sponsored activities, e.g., Homework Club/Computer Learning Lab, a before school opportunity open to all students to receive homework assistance, access technology, or "hang out" in a supportive, respectful environment; explore and develop their creative interests through the Harmonizing Hawks choral group, orchestra and band, as well as Drama Club.

The Second Step program, which promotes the development of empathy and strategies for managing emotions and conflict resolution, is implemented in every classroom. Classes are paired to give students the opportunity to share and practice learning activities with older and younger partners. Peaceful Playground games at recess and in P.E. reinforce fairness, cooperation and the inclusion of others. Teacher-sponsored lunch-time activities include book clubs and Kindness Club (random acts of kindness). Students have multiple social opportunities through after-school clubs (chess, Legos), sports teams, and literacy program (mentor program with BHS students).

2. Engaging Families and Community

Hough enjoys strong ties with its families and community. As the school year begins, students and parents are invited into classrooms for "Meet the Teacher." Afterward, Student Council hosts games on the playground where students can purchase tickets to dunk staff members in the Dunk Tank. Families and staff join for our "Back to School Barbeque" and "Back to School Night." Establishing relationships between home and school provides a foundation to support student achievement.

Our staff and PTO work closely to offer student activities. Parent led "Mini Courses" include experiences like woodworking, dance, cooking, Legos, crafts, acting, kickball, and tennis. Our recycling program makes students aware of the impact they have on the environment. A co-planned book fair at a local bookstore showcases student performances and artwork while our PTO earns profits to support our school. Another combined PTO/teacher event is Parents' Time Out where staff members offer auction items for which parents can bid. The earnings support these varied student activities.

We encourage parent involvement in many ways. Parents help in the classrooms as readers, science helpers, and at holiday parties. Monthly Kindergarten Dads' Night and First Grade Parent Universities show parents more about what their children do in the classroom. After school, we offer Chess and First Lego League with the help of our parents. We invite everyone to attend Family Fitness Night, Portfolio Night, and Field Day. We see that student achievement increases with parent involvement.

Throughout the year, field trips to the prairie, one-room school house, farmers' market, Barrington Historical Society, bank, and village hall connect students to the larger community. "Hough Hugs" Club students visit a local nursing home to comfort patients. The neighborhood enjoys our Halloween Parade around the block. In November, our fourth graders sing patriotic songs for veterans that participate in our Veteran's Day Assembly. Our "Book Buddies" program partners high school students with our younger students after school. We believe that at Hough we are preparing students not only for careers and higher level thinking, but also to be strong members of their communities. By forging strong ties within our community, our students learn the importance and joy of civil participation.

We are fortunate that Hough is located in the heart of town. The community is an extension of our homes and school. We value the impact these sources provide, and believe these strong bonds make Hough a unique learning environment.

3. Professional Development

Professional development at Hough consists of a community of lifelong learners; administrators, certified staff, classified staff, and students. Hough has maintained a strong commitment to best practice, encouraging all learners to strengthen and expand their knowledge of curriculum, instruction, and the academic and developmental needs of students. The Hough staff aspires to excel in their personal and professional commitment to their craft, supporting each other, benefitting all Hough learners.

Extensive district wide professional development is offered and attended consistently by Hough staff. Rich, site specific, professional growth is embedded in our culture at Hough and developed with the district and school mission in mind. The district and Hough offer year round opportunities for both certified and classified staff to redefine and refine their craft through professional growth opportunities.

Current instructional and professional trade books are a regular practice, and reflected upon as a staff. Collaborative analysis has included; *Falling in Love with Close Reads*, *Visible Learning for Teachers*, *Mindset*, *Connecting Comprehension and Technology*, *Habitudes*, and *Our Kids* (piloting a district program with Kindles). *Habitudes* and *Our Kids* addresses social, emotional, and character education, teaching collaboration, problem solving, and communication skills with students. *Habitudes* is a district-supported program, along with the *Second Steps* program, fulfilling the social emotional learning expectations of the Common Core.

Intervention team collaboration, and learning from such partnerships is continual, meeting multiple times throughout each term. Hough special services, the psychologist, literacy and math coaches, the nurse, librarian-teacher, technology trainer, and staff experts provide on-site workshops, as well as professional development, and training for the district. Hough professional development opportunities have encompassed teacher involvement in *Illinois Young Readers*, *Orton Gillingham*, *Singapore Math*, *Junior Great Books*, and intensive *CCSS* training sessions.

Hough administration has hosted and provided staff funding for professional development opportunities by top leaders of best practices; Gretchen Courtney, Stephanie Harvey, Lucy Calkins, and Kristen Ziemeke, as well as other nationally renowned specialists.

Technology education is valued and implemented by the entire Hough staff. Technological program training has included; *Stratologica*, *Google*, *Infinite Campus*, *Smart Board*, *Math in Focus*, *Padlet*, *Google Maps*, *Digital Storytelling*, *E-Books*, *Follet Shelf*, *Compass Learning*, and *Digital Resources*. New learning methods are integrated into the classroom benefiting instruction, enhancing current practices, propelling future teaching and learning methods.

Hough takes pride in cultivating a community of educators, expending time, talents, and resources to foster an environment of ongoing mastery and life-long learning, benefitting the growth and development of all Hough learners.

4. School Leadership

The leadership philosophy at Hough Street School best fits within the model of transformational leadership as described by Macgregor Burns and Bernard M. Bass. Our principal is a model of integrity and fairness who works with school leaders to create and communicate clear goals while holding high expectations for staff members, inspiring them to reach new heights of professionalism. Staff members make a conscious effort to encourage each other and take an interest in each other's lives, both professional and personal. Grade level teams collaborate to engage students in exciting lessons based on best practice. We are a community of learners. We feel safe asking fellow staff members (including our principal) for materials, activities, suggestions, and feedback to enhance our practice as educators.

We commit daily to the idea that every child at Hough belongs to all of us - "They are all our children." The result of this philosophy is that families and students feel that they are cared for, that each and every child matters to everyone at Hough, and this translates to greater achievement for all.

Hough has a school leadership team that includes representation across grade-levels and programs. This team meets regularly and makes specific plans to achieve instructional goals building on the strengths of our staff. Staff members are encouraged by the principal to form professional learning communities that work together to implement effective instructional methods proven to enhance student achievement gleaned from all-staff book studies that have included Mindset, Habitudes, Our Kids, and Visible Learning. Our principal recognizes the unique strengths of staff members who share their expertise with our school community. The collegiality of our staff is fostered by the principal's vision, who allocates resources to meet student needs through the Response to Intervention model.

Leadership at Hough has a strong correlation to student behavior and achievement. The mutual respect and high level of professionalism expected by our principal is mirrored in the high expectations staff hold for how students comport themselves in various school settings. The respectful manner in which we shape student behavior contributes to an overall climate of positive regard. Our school-wide positive behavior system was presented through our school leadership team. We can be confident that further development through our building PBS committee will meet with staff support. These high behavioral expectations translate into high academic achievement, since students feel safe to take risks and little time is wasted.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	88	100	100	98	98
Exceeds Standard	39	81	83	73	78
Number of students tested	57	53	54	59	54
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above		100	100		70
Exceeds Standard		64	82		62
Number of students tested		11	11		13
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	99	100	98	98
Exceeds Standard	38	79	83	74	74
Number of students tested	47	47	46	53	46
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above		100	100		70
Exceeds Standard		64	82		62
Number of students tested		11	11		13
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	94	98	95	97	98
Exceeds Standard	30	62	48	70	56
Number of students tested	78	62	64	59	50
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above	87				
Exceeds Standard	20				
Number of students tested	15				
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	92	100	98	96	100
Exceeds Standard	26	62	54	67	59
Number of students tested	65	49	50	48	41
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above	87				
Exceeds Standard	20				
Number of students tested	15				
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	88	99	98	98	100
Exceeds Standard	42	33	57	47	56
Number of students tested	59	63	62	58	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above			91		
Exceeds Standard			36		
Number of students tested			11		
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	88	94	98	100	100
Exceeds Standard	40	37	53	44	54
Number of students tested	50	50	49	45	28
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above			91		
Exceeds Standard			36		
Number of students tested			11		
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	90	98	98	98	91
Exceeds Standard	40	81	83	73	67
Number of students tested	57	53	54	60	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above		79	100		62
Exceeds Standard		29	91		46
Number of students tested		10	11		13
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	87	97	98	98	89
Exceeds Standard	36	66	85	74	47
Number of students tested	47	47	46	53	46
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above		79	100		62
Exceeds Standard		29	91		46
Number of students tested		10	11		13
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	88	97	96	95	96
Exceeds Standard	43	84	64	73	62
Number of students tested	77	62	66	59	50
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above	80				
Exceeds Standard	27				
Number of students tested	15				
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	91	98	98	96	98
Exceeds Standard	43	84	73	73	63
Number of students tested	65	49	52	48	41
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above	80				
Exceeds Standard	27				
Number of students tested	15				
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	92	90	94	93	97
Exceeds Standard	46	49	63	66	69
Number of students tested	59	63	62	58	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above			64		
Exceeds Standard			36	11	
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	92	94	94	93	96
Exceeds Standard	46	52	61	69	68
Number of students tested	50	50	49	45	28
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Students w/ Disabilities					
Meets Standard and above			64		
Exceeds Standard			36		
Number of students tested			11		
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: