



## 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	472	Elementary schools (includes K-8)
	10	Middle/Junior high schools
	122	High schools
	0	K-12 schools
	<b>604</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 11536

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

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	31	33	64
K	26	31	57	7	29	34	63
1	33	25	58	8	30	28	58
2	24	35	59	9			0
3	31	29	60	10			0
4	29	34	63	11			0
5	26	36	62	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							544

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
28 % Asian  
20 % Black or African American  
21 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
31 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	546
(5)	Total transferred students in row (3) divided by total students in row (4).	0.004
(6)	Amount in row (5) multiplied by 100.	0.366

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 28

Number of languages represented: 6

Specify languages:

Cantonese, Mandarin, Spanish, Thai, Hindi and Lithuanian

9. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 102

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 38

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>37</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 30 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	97%	97%	97%
Daily teacher attendance	97%	96%	97%	96%	97%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our School Improvement Plan notes "Our school has a very low teacher turnover rate outside of replacing retirees." We have averaged less than 1% teacher turnover rate in the last five years when retirees are disaggregated.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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Following in the footsteps of Jane Addams, Andrew Jackson Language Academy opened its door in 1894 to serve the immigrant children from the Polk Street Station point of entry into Chicago. Since its inception, Jackson has been dedicated to teaching and improving the lives of Chicago children. Again following the lead of Jane Addams, Jackson was one of the first schools in Chicago to open kindergarten for young children. Today this mission continues as we create a community where everyone learns, grows, and thrives according to his or her own innate talents and intellectual abilities, where we encourage students to emulate the caring, respect and courtesy modeled by our staff, where we provide a safe environment, protecting individuality while celebrating diversity, where we give each student exemplary instruction in a world language, and where we all find time for laughter, play, exercise and reflection.

In 1981 Jackson became a magnet school in the instruction of world languages. Today all students study Chinese, French, Italian, Japanese or Spanish from kindergarten through eighth grade. A new building was constructed in 1988 in a dynamic neighborhood consisting of an old established Italian section, a major university campus, a growing medical complex, an expressway, and rapidly developing new residential complexes replacing older areas. Today this mixture of old and new shares space around a contemporary new building that houses modern grade level and world language classrooms along with a well-equipped gym, a library with over 15,000 books, a state of the art computer lab, two science labs, a greenhouse, and rooms for fine arts (music and art.) Our school is equipped with school-wide wireless internet as well as access to printers, digital cameras, digital projectors, and SmartBoards.

Students from the surrounding neighborhoods and other Chicago areas attend our school. Our student population reflects the very diverse population of Chicago offering our students the opportunity to grow and learn in a truly global environment. This diversity, coupled with the instruction in world languages, results in our students being extremely aware and tolerant of other traditions and beliefs.

The academic success of our students is well documented. With fifteen years of solid growth on standardized tests, we have seen our students achieve at very high levels. With a composite score rising from 88% of students meeting or exceeding standards on our state assessment tests in 2002 to 99% meeting or exceeding standards in 2009, we continue to seek new and innovative ways to raise the students' scores from the "meets" to the "exceeds standards" plateau.

Our students also enjoy great success after graduating from Jackson. Students who graduate from Jackson go on to attend some of the finest public and private high schools in the city and even throughout the nation. Some of the most heartwarming moments our staff enjoy occur when our graduates return from high school or college to reconnect with their grade level teachers.

Jackson has been a magnet for important visitors. We have been visited by the Secretary of Homeland Security, the Secretary of Education, the Governor of Illinois, and the Mayor of Chicago. The Chicago Public Schools central office regularly sends international visitors to Jackson to see our school in action.

Instructional practices at Jackson have been a model for other schools in the district.

In conclusion, Andrew Jackson Language Academy is comprised of a rare combination of dedicated, hard-working administrators, teachers and staff, involved and supportive parents, and students with high hopes and expectations. We all work hard everyday to give our students the educational experience that all children deserve and meet the expectations of our parents and community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The teaching staff at Andrew Jackson Language Academy shared the responsibility in completing an analysis of the ISAT (Illinois Standards Achievement Test) data in mathematics and reading. The ISAT is a test that all schools in Illinois administer to students in grades 3<sup>rd</sup> - 8<sup>th</sup> annually. We organized the ISAT data we receive from the Illinois State Board of Education onto a continuum which illustrated where our students were achieving. We identified students who needed help to meet standards, students who had the potential to move to from meeting standards to exceeding standards and students who required instruction which would allow them to continue exceed standards.

#### Reading

The reading student achievement data listed on the charts within this report illustrate a trend that our students have been significantly meeting standards (95%) each year in reading across grades 3<sup>rd</sup> – 8<sup>th</sup>. The sub group data also illustrates a trend that our students are significantly meeting state standards. There is also a trend that across most grade levels the number of students who are exceeding standards is increasing each year. This trend is the result of the collective efforts of our faculty's utilization of the data to differentiate instruction in order to provide a rigorous and challenging reading curriculum. In grades where the number of students exceeding standards decreased from the previous year, for example 4<sup>th</sup> grade, teachers noted this trend and have differentiated instruction to respond to students who are achieving in the exceeds category.

#### Mathematics

Our analysis of the mathematics ISAT results indicate that the curricular alignment efforts we have made at our school have contributed to 98.7% of our students in grades 3<sup>rd</sup>-8<sup>th</sup> meeting or exceeding state standards. The trend in the data illustrates that all students are meeting state standards. Much of our efforts in mathematics have been to increase the number of students who exceed standards each year. We added algebra to our 8<sup>th</sup> grade curriculum in 2009 and it is our goal that all of our students in 8<sup>th</sup> grade will take algebra before entering high school. In order to do this we will need to increase the number of students exceeding standards across all groups. We will accomplish this goal through our continued efforts to differentiate instruction.

We are proud of our achievement at Andrew Jackson Language Academy. For more Information about Illinois Standards Achievement Test please visit [www.ISBE.net](http://www.ISBE.net).

### 2. Using Assessment Results:

The staff at Andrew Jackson Language Academy is committed to using data to guide instructional decisions. We use a variety of data to drive these decisions. Data is used to support students who have an Individualized Education Plan and students who are English Language Learners. Our efforts enable us to establish a flexible curriculum which assists all of our students to achieve and be prepared for high school and beyond.

In kindergarten through second grade we use the DIBELS (Dynamic Indicators of Basic Literacy), to assess each student's reading development. The DIBELS data informs literacy instruction for the primary grades and progress is monitored throughout the year. The DIBELS assessment helps teachers to target the skills and strategies necessary to move all of our students forward in the area of literacy.



Throughout the year we administer formative assessments in the areas of reading, math, writing and the content areas. Our faculty administers these assessments and then disaggregates the results. The faculty meets to discuss the results and develop instructional plans for students who fall below the proficient level as well as develop plans to forward all students' academic achievement. We feel that this differentiated and responsive approach to our teaching and learning process is a very important part of our success.

We also administer district Benchmark assessments three times a year as well as the Illinois Standards Achievement Test (ISAT) once a year to students in grades 3rd-8th. The data generated by these assessments helps us to develop action plans for all of our students (remediation through acceleration). We have aligned our professional development focus to incorporate the student achievement data we receive from the District and the State of Illinois as we become more efficacious at differentiate instruction.

### **3. Communicating Assessment Results:**

At Andrew Jackson we continuously use school level and system level data to help our staff, students, parents and community to understand how our school is progressing and identify ways we can continue to improve the instructional process.

Parents receive ongoing communication about student progress throughout the year. Every five weeks parents receive progress reports which update them about their child's academic progress. In addition to progress reports, parents are able to access their child's weekly progress through a parent portal. The parent portal gives parents access to their child's classroom electronic grade book. The electronic grade book allows parents and students to monitor assignments as well as student progress. Report cards are distributed four times during the year at the end of each quarter.

In grades kindergarten through 2<sup>nd</sup> our teachers administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). It is used by kindergarten through second grade teachers to screen for whether students are at risk of reading difficulty, to monitor student progress, and to guide instruction. The DIBELS assessment tool is electronic and provides data in a timely manner enabling teachers to develop reading groups which are flexible in nature. Teachers are also able to generate parent data reports to help parents understand their child's progress as well to suggest what literacy strategies to emphasize at home.

Three times a year our students take Benchmark assessments in grades 3<sup>rd</sup> – 8<sup>th</sup> which allow our teachers, students and parents to have a snapshot of student progress in reading and mathematics. The data provided by the Benchmark assessments helps teachers to group students for instruction. Teachers, parents, and students are able to monitor academic progress and target areas for differentiated instruction based on the individual student reports.

The Illinois State Board of Education and Chicago Public Schools make available reports which keep the community at large informed about our school's progress.

### **4. Sharing Success:**

Because of our designation as a magnet school, we are part of a magnet school initiative for foreign languages within the Chicago Public Schools. As part of this initiative, our teachers and administration make presentations at various foreign language meetings. We have made presentations on meaningful assessments and using technology in the foreign language classroom in addition to other topics. Our foreign language classrooms also serve as mini laboratories whether for visiting VIPs from China or from other foreign language teachers within the CPS system. Our foreign language teachers have been and continue to be generous with their time and willingness to open their classrooms to others.

In addition to sharing the success of our foreign language department, we have also been very involved in aiding CPS in their quest to replicate successful schools like Andrew Jackson. We have made members of our

staff and administration available to teams in search of what makes our school so successful. While there is no substitute for the hard work of our teachers, there are systems and structures that can be replicated. We have always been open and available to those seeking to know more about our school.

Andrew Jackson has also fostered a close relationship with the University of Illinois Chicago's teacher training program among others. Aspiring teachers come to our school to do clinical observation and then student teach with our experienced staff. Opening our school and providing meaningful, artful mentoring is a task which we have undertaken over the years and will continue to make in the future.

At Andrew Jackson we have strived to share our success by sharing best practices in workshop presentations and classroom settings, by helping the school system try to replicate our success, and by providing excellent training opportunities for aspiring teachers.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Since its inception in 1981 as a magnet school offering five languages from grades kindergarten through eight, the curriculum at Andrew Jackson Language Academy has been both diverse and rigorous. The core subjects are taught by homeroom teachers in grades k-4 and then departmentalization begins to occur with teachers assuming responsibility for one or two content areas. In grades seven and eight, the content areas of math, language arts, science or math are taught by a single teacher thus ensuring a high level of mastery. In addition to these core subjects, all students in kindergarten through eighth grades receive foreign language instruction four days a week in class-sizes reduced to 15 students, which is optimal for foreign language learning. Students also receive instruction in computer technology, library science, and music or art once a week. These classes offer multi-modal instruction which build connections and are a very important part of our curriculum.

Our teachers use a great deal of cooperative learning in their instruction. Our students are taught in student-centered cooperative learning groups as well as in teacher led activities. The cooperative learning groups allow for differentiation of instruction and materials to meet the differing needs of students. In fact, it is almost certain that when one enters a classroom at Jackson at any given time, at some point during the class, one will see small groups of children observing, discussing, and sharing their ideas with each other.

At Jackson we have also strived to present cross-curricular themes and topics. For example, if students are studying government in social studies, every effort is made for that topic to be addressed in foreign language class where the target language's government may be studied as well. Perhaps in library students will look at primary sources or find fictional works on the topic. Even music or art presents an opportunity where songs or art of a given time will be studied. It is through this multi-sensory, multi-disciplinary approach that our curriculum helps children make meaningful and lasting connections which in turn enhances learning.

Over the last ten to twelve years, the content of our curriculum has been strengthened considerably and continuously. More staff was hired to provide smaller reading groups in all grade levels. A standards driven reading text was adopted by teachers, and staff development in its use provided. The science curriculum was strengthened by adding a science teaching position to the intermediate grades. The upper grades students (7-8) experience an enhanced lab-based science program, and our annual science fair has continued to produce high quality projects that often produce regional, city, and in some cases, participation at the state level. A panel of teachers advocated the adoption of the University of Chicago's *Everyday Math* program in selected grade levels now being used in grades k-6 with all staff receiving training in the use of this program. We have recently expanded the math curriculum by offering algebra to our eighth graders which will enable them to begin high school with credit for this course. In addition to the instruction during the school day, we have entered into a partnership with the University of Chicago researching the efficacy of their after school *Everyday Math* program. During a portion of this time, students participate in hands-on activities and our teachers provide valuable feedback to the university about their program. We have made efforts to align our curriculum vertically and horizontally to provide continuity and coherence.

The success of our school lies in part in our rigorous, broad curriculum. We are constantly searching for ways to enhance our students' experiences and expand their educational opportunities.

### 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Andrew Jackson Language Academy uses a balanced literacy approach to teaching reading. This means that teachers across grade levels balance the time spent teaching whole lessons with time working in small groups

or working one-on-one. Balance also means that students spend parts of reading class working on shared and assigned texts and with texts they choose themselves.

The school uses a balanced approach so all students receive differentiated instruction to meet individual needs. By structuring reading time so that teachers can meet with students in small groups while the others read and work independently in their self-chosen texts, the needs of students who require extra support are met as well as challenging those who are ready for more advanced work.

Critical to the success of this balanced approach is our standards-based, vertically aligned curriculum. From phonics to sight words to vocabulary acquisition to comprehension and fluency, teachers work hard to ensure that the reading curriculum is vertically aligned from kindergarten through eighth grade.

Jackson uses an array of resources to support the differentiation that helps students gain in all reading areas. The DIBELS/TRC testing means teachers in grades kindergarten through third have immediate results on phonics and comprehension skills. Teachers use this information to work with urgency with students showing deficits. A guided reading room with book sets for kindergarten through eighth gives teachers access to texts for small group learning for all students in their room, regardless of reading level. Teachers also work to analyze data from a variety of assessments to improve the comprehension skills of students. Andrew Jackson also believes that to help students persist, teachers must know their students as readers and meet their needs on an individual level. Therefore, in all grades, class size is reduced for reading class.

### **3. Additional Curriculum Area:**

World language instruction is the foundation of the charter of Andrew Jackson Language Academy. Established in 1981, the mission of the school, in part, is to provide exemplary instruction in one of five languages: Chinese, French, Italian, Japanese, or Spanish. The world language curriculum is based on the five competencies of the national standards for foreign language: communication, cultures, connections, comparisons and communities. These areas are all addressed as our students experience our world language curriculum from kindergarten through eighth grade.

Incoming kindergartners are assigned to one language with every attempt made to meet the preferences of the parents. Students then continue with this language for remainder of their enrollment at Jackson.

Students are taught the language in a natural progression of skills. Students begin learning the language by first hearing and speaking about themselves and then moving outward to their families, their neighborhood and school, city, country and then world. Writing and reading competencies are generally added in the third grade except in the Asian languages where written instruction begins much earlier. Student progress in the five competencies is monitored by quarterly assessments.

The value of the world language component of our overall curriculum at Jackson, besides that of learning a second language, is that there are constant connections and comparisons being made between the target language/culture and the students' own. This way of thinking becomes almost automatic as the students progress through the grade levels. These connections transfer into other core subject areas and thus raise achievement.

Our world language curriculum also offers students the opportunity of advanced study of a world language in high school. Because students enter high school with a proficiency in one world language, they are able to take advanced placements courses in the language and earn college credit.

#### **4. Instructional Methods:**

The instruction at Jackson Language Academy seeks to meet the needs of all students. This is achieved by differentiating our instruction through carefully evaluating the content of curriculum, evaluating the process through which students access the essential knowledge, and through the products students produce.

The focus is first on the content—determining what is essential for students to know, understand, or be able to do. Teachers then layer the content with what they would like the students to know, understand or be able to do. Our focus remains on the essential content, and we modify how the students will access this knowledge.

Before differentiation can occur, one must determine the level of knowledge students have attained through pre-assessment. Then teachers can move on to differentiate based on the results. One way of differentiating how students access knowledge is to provide them with effective activities that are focused on the essential knowledge. It is through these different activities that differentiation may occur. Perhaps some groups will be investigating the basic premise of a topic while another group is farther along doing more research. The goal is that students will come to know and own the essential knowledge.

Another means of differentiation is through the products or evidence of student knowledge. These products can be modified to take into consideration students' ability and interest in a topic. Students are assigned or choose different forms of proving their mastery of essential knowledge. For example, the RAFT (Role, Audience, Form and Topic) method of writing differentiates how students will show their mastery of essential knowledge.

In addition to differentiation, several other strategies are employed. Providing small group instruction, leveled reading materials, leveled assessments, and scaffolding are also important strategies. By addressing what is essential and monitoring how and what students produce, achievement is enhanced.

#### **5. Professional Development:**

In recent years, the professional development program at Andrew Jackson Language Academy has focused on backward design and differentiated instruction. By identifying the essential knowledge in all areas of instruction which are aligned to the state standards, and then mapping out activities to facilitate students' acquisition of this knowledge, teachers are poised to modify instruction to meet all our students' needs.

Improving the stanine scores of all students was a goal of our school improvement plan. The school improvement plan specifically stated there would be a 3% increase in students exceeding rather than just meeting the standards on our state test. With our curriculum maps of essential knowledge or content, we were able to move forward in modifying either the content, the process by which students interact with the content, or the work produced by the students. After one year of implementing differentiated instruction and backward mapping, the school improvement goal was indeed met. The goal of raising all students' stanine scores remains a high priority and led us to the next step in our professional development—that of data analysis.

With the help of a consultant from University of Illinois in Chicago, the staff has delved deeper into the scores. This data analysis is used to identify areas of the curriculum that need to be improved and to identify the strengths and weaknesses within classrooms. We are also taking some of this analysis to the students themselves. They are discussing what makes some questions more difficult than others or why most students mistakenly answered certain questions. These kinds of critical thinking will lead the students to be more discriminatory in their responses.

Through the use of meaningful professional development both in differentiated instruction and data analysis, our teachers are identifying and meeting the needs of all students.

## **6. School Leadership:**

Shared leadership serves as the leadership model at Andrew Jackson Language Academy. The goal of shared leadership is to involve teachers before decisions are made and thus have them be more likely to implement change. There are five requirements of this style of leadership: to create a balance of power that empowers teachers, to work toward a shared purpose or goal, to share responsibility for the work, to foster respect for every person, and to work together to find solutions in complex situations. There is an established structure to help meet these requirements.

The staff is structured in the following manner: grade level partners with grade level chairs, combined grade levels in cycle groups (grades k-2, 3-5, and 6-8) with cycle chairs, grouped auxiliary classes with a chair, and a school wide coordinator role in lieu of an assistant principal. These groups meet regularly to discuss a major focus—be it data, the school improvement plan, professional development, etc. There is also a Professional Personnel Leadership Committee that meets monthly and is the liaison to the Local School Council consisting of an elected parent governing board. There is a very active Parent Council at Jackson which meets monthly and works to support the teachers and staff. All these groups work in tandem to develop a school improvement plan every two years and to enhance the learning experience of our students.

The principal's role in our shared leadership model is to empower teachers to become leaders and get them to work together to address the shared goals of the school. Today's problems are far too big and far too complex for one person to manage. The principal works to develop a community of leaders relying on the strengths of different people to contribute to the shared goals of all.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	100	98
% Advanced	78	75	81	69	54
Number of students tested	64	60	64	62	52
Percent of total students tested	100	100	98	94	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	100	95
% Advanced	79	84	77	59	47
Number of students tested	14	19	22	22	19
<b>2. African American Students</b>					
% Proficient plus % Advanced		100	100	100	
% Advanced		50	69	45	
Number of students tested		10	13	11	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100		100	100	93
% Advanced	60		73	55	47
Number of students tested	10		11	11	15
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					100
% Advanced					64
Number of students tested					14
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	94	94	100	82	86
Number of students tested	18	18	19	17	14

Notes:

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 1999-2009

Grade: 3 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	93	92	93	80
% Advanced	53	42	60	57	27
Number of students tested	64	60	64	62	52
Percent of total students tested	100	100	98	94	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	93	100	82	95	84
% Advanced	21	37	50	41	11
Number of students tested	14	19	22	22	19
<b>2. African American Students</b>					
% Proficient plus % Advanced	0	90	85	91	0
% Advanced	0	30	38	27	0
Number of students tested	0	10	13	11	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	0	91	100	87
% Advanced	40	0	64	45	33
Number of students tested	10	0	11	11	15
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					93
% Advanced					21
Number of students tested					14
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	100	100	100	86
% Advanced	67	47	63	59	36
Number of students tested	18	18	19	17	14

Notes: The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.



Subject: Mathematics

Grade: 4

Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	98	
% Advanced	59	58	67	52	
Number of students tested	61	65	65	61	
Percent of total students tested	100	100	97	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	96	
% Advanced	52	47	62	46	
Number of students tested	21	19	23	24	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	18	18	27	40	
Number of students tested	11	11	11	10	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100		100	93	
% Advanced	40		70	47	
Number of students tested	10		10	15	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	76	89	85	67	
Number of students tested	17	18	22	18	

**Notes:**

Prior to 2005-06, fourth grade students took social studies and science ISAT and did not take the reading and math ISAT. The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 2006-2009

Grade: 4 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	98	98	95	
% Advanced	53	69	56	48	
Number of students tested	61	65	65	61	
Percent of total students tested	100	100	97	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	95	95	95	92	
% Advanced	38	53	52	38	
Number of students tested	21	19	23	24	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100	100	90	
% Advanced	55	64	18	47	
Number of students tested	11	11	11	10	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90		100	93	
% Advanced	40		60	70	
Number of students tested	10		10	15	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	44	78	70	56	
Number of students tested	17	18	22	18	

**Notes:**

Prior to 2005-06, fourth grade students took a science and social studies ISAT and did not take the reading and math ISAT. The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Mathematics

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	100	100	98	93
% Advanced	47	49	45	52	26
Number of students tested	64	63	61	63	56
Percent of total students tested	100	100	93	95	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	100	100	97	96
% Advanced	39	50	48	52	24
Number of students tested	18	26	26	29	26
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100	100	90	88
% Advanced	9	17	18	0	6
Number of students tested	11	12	11	10	17
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	91		100	100	
% Advanced	27		47	17	
Number of students tested	11		16	12	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					100
% Advanced					27
Number of students tested					11
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	76	76	65	83	43
Number of students tested	17	21	17	23	14

Notes:

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 1999-2009

Grade: 5 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	97	95	95	87
% Advanced	60	56	44	48	44
Number of students tested	64	63	61	63	56
Percent of total students tested	100	100	93	95	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	92	88	93	96
% Advanced	56	40	35	45	40
Number of students tested	18	26	26	29	26
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100	91	70	81
% Advanced	55	42	27	10	19
Number of students tested	11	12	11	10	17
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100		94	100	
% Advanced	60		50	42	
Number of students tested	11		16	12	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					82
% Advanced					36
Number of students tested					11
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	95	100	100	100
% Advanced	75	50	41	61	64
Number of students tested	17	21	17	23	14

**Notes:**

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Mathematics

Grade: 6

Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	98	98	95	0
% Advanced	83	60	74	45	0
Number of students tested	63	58	60	64	0
Percent of total students tested	100	100	97	100	0
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	96	94	
% Advanced	86	70	78	42	
Number of students tested	22	27	27	33	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100	91	88	
% Advanced	58	27	27	24	
Number of students tested	12	11	12	17	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	80	60	70	10	
Number of students tested	10	15	10	10	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	95	89	100	83	
Number of students tested	20	19	21	18	

Notes:

The sixth grade did not take the ISAT exams in 2004-05. The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 2006-2009

Grade: 6 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	98	98	94	0
% Advanced	75	50	57	48	0
Number of students tested	63	58	60	64	0
Percent of total students tested	100	100	97	100	0
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	96	96	91	
% Advanced	68	48	54	36	
Number of students tested	22	27	28	33	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	91	92	82	
% Advanced	67	27	25	29	
Number of students tested	12	11	12	17	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	80	53	40	40	
Number of students tested	10	15	10	10	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	80	68	62	50	
Number of students tested	20	19	21	18	

**Notes:**

Sixth graders did not take the ISAT in 2004-05. The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Mathematics

Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	97	94	98	0
% Advanced	68	70	44	50	0
Number of students tested	59	60	55	55	0
Percent of total students tested	100	100	100	95	0
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	97	97	96	
% Advanced	65	68	52	44	
Number of students tested	23	31	29	25	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	91	88	93	
% Advanced	43	45	24	20	
Number of students tested	14	11	17	15	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	90	100	100	
% Advanced	63	50	10	67	
Number of students tested	16	10	10	12	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100		
% Advanced	94	90	87		
Number of students tested	16	20	15		

**Notes:**

Prior to 2005-06 students in seventh grade took ISATs in social studies and science only. The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 2006-2009

Grade: 7 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	98	93	98	0
% Advanced	53	53	35	33	0
Number of students tested	59	60	55	55	0
Percent of total students tested	100	100	100	95	0
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	97	93	96	
% Advanced	52	59	34	32	
Number of students tested	23	31	29	25	
<b>2. African American Students</b>					
% Proficient plus % Advanced	93	100	82	100	
% Advanced	50	18	18	7	
Number of students tested	14	11	17	15	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	44	30	10	42	
Number of students tested	16	10	10	12	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	94	93		
% Advanced	63	78	60		
Number of students tested	16	20	15		

**Notes:**

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.



Subject: Mathematics

Grade: 8

Test: Illinois Standards Achievement Test

Edition/Publication Year: 1999-2009

Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	96	98	98	91
% Advanced	66	50	66	61	52
Number of students tested	59	54	54	58	54
Percent of total students tested	100	100	98	98	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	97	96	90
% Advanced	67	46	59	61	43
Number of students tested	30	28	29	23	21
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	93	92	92	83
% Advanced	27	20	38	62	42
Number of students tested	11	15	13	13	12
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90		100	100	93
% Advanced	40		79	52	21
Number of students tested	10		14	22	14
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100		
% Advanced	95	88	90		
Number of students tested	19	16	10		

Notes:

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.

Subject: Reading  
Edition/Publication Year: 2006-2009

Grade: 8 Test: Illinois Standards Achievement Test  
Publisher: Illinois State Board of Education/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	94	98	98	93
% Advanced	30	13	28	14	35
Number of students tested	59	54	54	56	54
Percent of total students tested	100	100	98	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	96	96	97	100	95
% Advanced	36	4	21	9	19
Number of students tested	28	28	29	23	21
<b>2. African American Students</b>					
% Proficient plus % Advanced	91	87	100	92	100
% Advanced	18	0	15	8	33
Number of students tested	11	15	13	13	12
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			100	100	93
% Advanced			21	5	7
Number of students tested			14	22	14
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100		
% Advanced	33	21	30		
Number of students tested	19	16	10		

**Notes:**

The scores of special education students are not disaggregated from the scores of other students. The scores of special education students are reported with all other scores. The following is an explanation of how ELL students are tested on the ISAT. Their scores are reported with other scores but are not included in determining AYP. In program years 0-1, ELL students only take the math portion. In program years 2-5 all ELL students take the reading and math portions.