

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [X] Middle [] High [] K-12 [] Charter

Name of Principal: Mr. Howard E. Holbrook

Official School Name: Sandburg Middle School

School Mailing Address: 345 E. St. Charles Road
(If address is P.O. Box, also include street address.)

Elmhurst Illinois 60126-3697
City State Zip Code+4 (9 digits total)

County: DuPage State School Code Number* 19-022-2050-26-1012

Telephone (630) 834-4534 Fax (630) 617-2380

Web site/URL: www.elmhurst.k12.il.us E-mail: hholbrook@elmhurst.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Lynn Krizic
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Elmhurst Community Unit District # 205 Tel. (630) 834-4530

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mrs. Susan DeRonne
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 8 Elementary schools
 3 Middle schools
 Junior high schools
 1 High schools
 1 Other* Madison Early Childhood Center

 13 TOTAL
2. District Per Pupil Expenditure: \$10,919 (FY 05)

 Average State Per Pupil Expenditure: \$ 9,099 (FY 05)

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. 7 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal 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				7	123	120	243
K				8	125	99	224
1				9			
2				10			
3				11			
4				12			
5				Other			
6	121	124	245				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							712

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | |
|---|
| <u>88</u> % White |
| <u>2</u> % Black or African American |
| <u>5</u> % Hispanic or Latino |
| <u>4</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

[This rate should be 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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	724
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0207
(6)	Amount in row (5) multiplied by 100	2.07

8. Limited English Proficient students in the school: 0.4 %
3 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages:
Spanish, Polish, and Lithuanian

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 22

10. Students receiving special education services: $\frac{12}{88}$ %
88 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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>54</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>1</u>
Special resource teachers/specialists	<u>26</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>2</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>84</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	94 %	95 %	97 %	95 %	95 %
Teacher turnover rate	2 %	5 %	4 %	11 %	14 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

For the 2001 - 2002 and 2002 – 2003 school years teacher turnover was slightly higher due to a district and state early retirement incentive taking place.

PART III - SUMMARY

The Sandburg Middle School community is honored to be nominated as a Blue Ribbon school. Sandburg is one of the three middle schools in Elmhurst School District 205 serving students in grades six through eight.

Elmhurst has a long history of distinguishing itself as a community that values educational excellence. Families, intergovernmental agencies, community groups, and parent organizations actively support academic, athletic, and arts programs. This support is reflected in the successful passage of three referenda, involvement in mentor programs, attendance at school activities, and many fundraising efforts.

In addition, the District 205 Foundation for Educational Excellence was created to enrich the educational experiences for students in the community. Since 1989, the District 205 Foundation for Educational Excellence has awarded 321 grants totaling \$797,000 to teachers, students, and community volunteers to supplement programs in science and environmental studies, technology, art, music, physical education, and language arts.

Creating opportunities to strengthen the connection between students and staff has been one of the important factors contributing to student success at Sandburg. From the transition activities for incoming sixth graders and other new students into the school to the various activities implemented throughout the year, we have created a strong sense of community in our school. Students are assigned to grade level teams as a means of providing the core academic team members with a significant number of opportunities to better meet individual student needs.

Our parents are actively involved in their child's lives. In an effort to continue to nurture parental involvement, we have placed a strong emphasis on developing and maintaining a strong home-school communication system. As a result of our proactive efforts in communicating with our parents, we have created a stronger school community and support system for our students.

Our core academic program includes courses in reading, English, mathematics, science, and social studies. In addition, students at all grade levels take coursework in Unified Arts (art, music, family & consumer science, industrial technology, computers, and guidance) as well as participate in daily physical education. Students are also provided with the opportunity to take Spanish or French as an elective for all three years.

We have a comprehensive special education department for students with disabilities, a PLUS program for students who are identified as at-risk in reading and/or mathematics, and a REACH program for our academically talented students. The student service department includes a guidance counselor for each grade level, a social worker and a psychologist. These individuals work collaboratively with one another and with staff to address additional student needs. Additional support resources provided to our students include the peer mediation program to assist students in resolving conflicts, a peer buddies program to help new students acclimate to the school, and the "Changing Families" program to support students whose families are in transition.

We believe that extra-curricular activities are an important part of developing the whole child at Sandburg. Our fine arts department reflects the community's belief that a quality education includes an education in the arts. The instrumental and vocal music programs provided daily serve one fourth of our students. The drama department puts on two productions a year and involves approximately one hundred students. Our athletic programs stress the ideals of teamwork and commitment. The wide array of clubs gives students with different interests a chance to belong to a group and to pursue their individual interests. One of the highlights for seventh grade students is the week long outdoor education program. This program places a strong emphasis on teambuilding, cooperation, and communication skills.

We are able to provide our students with multiple character building opportunities. *Character Counts* is an initiative involving the entire Elmhurst community. Each of the academic teams is involved with community service projects. Our "Helping Hands of Sandburg" students have raised money for Katrina victims, collected books for inner city schools, collected food for local food banks, and raked

leaves for elderly community members. Students from Elmhurst College and York High School come in daily serving as both role models and tutors. The community mentoring program for students at the middle schools provides students with academic and social support. Students in our Circle of Friends group are paired with their special needs peers. This student partnership program has been designed to provide additional opportunities for student success in school and in the community. Our SNOWFLAKE program provides students with information about peer pressure, communication skills, healthy decision making and problem solving methods.

Our mission statement reads: *The mission of Sandburg Middle School is to encourage students to become confident, independent, responsible and respectful learners by reinforcing and supporting their academic and co-curricular growth in conjunction with parents and the community.* The academic success and social-emotional growth of our students is primarily due to the commitment of all stakeholders to these stated principles. Here at Sandburg, we are equally proud of the academic successes of our students and the role we play in helping students grow into productive members of our community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** High performing schools use multiple measures to determine academic growth. True assessment is an ongoing process that drives instruction during each and every lesson and will help teachers tailor lessons to the needs of the students. One of tools used to measure student achievement is the Illinois Standards Achievement Test (ISAT). The Illinois State Board of Education and the school district use the ISAT to measure individual student achievement relative to the Illinois learning standards. The ISAT is the instrument used in Illinois to measure the Annual Yearly Progress (AYP) of public elementary and middle schools as required under the federal No Child Left Behind legislation.

The ISAT test was re-written by Harcourt for the April 2006 testing and aligned to the Illinois Assessment Frameworks. The ISAT mathematics and reading tests are administered to all public students in the third through eighth grades. (Formerly students took these tests only in third, fifth, and eighth grades.) A science test is given to students in fourth and seventh grades. Beginning this year, students in the fifth and eighth grades will be administered a writing assessment.

The ISAT assess student mastery of the Illinois Learning Standards and include elements of Stanford Achievement Test (norm referenced questions), multiple choice questions and extended response questions. This new format of test and the fact that all grades are taking these tests will enable schools to be able to develop longitudinal testing data for each cohort of students. Student test results are categorized in one of four categories: “Exceeds State Standards,” “Meets State Standards,” “Below State Standards,” and “Academic Warning.” For further information on the ISAT test may be found at <http://www.isbe.state.il.us/assessment/isat.htm>.

The assessment results for Sandburg Middle School have been improving over the past five years. Reading has shown a steady improvement of around 1% per year. On the test administered in the spring of 2006, 95% of eighth graders scored in the “Meets” or “Exceeds” categories in reading. This represented a 7% increase over the prior year’s test. After a dip in scores between the 2003 and 2004 tests, the mathematic test scores have steadily increased. In mathematics, 95% of our students scored in the “Meets” or “Exceeds”. This represented a 17% increase in performance over the prior year. We take a great deal of pride in the fact that our curriculum enabled 52% of our eighth graders to score the “Exceeds” range on the math test.

We have one subgroup that shows a significant trend and that is the “Students with Disabilities” subgroup. While this subgroup is not large enough at Sandburg in any one grade level, such as eighth grade, to constitute a statistically significant subgroup in the State of Illinois, this group has scored significantly lower than the school as a whole. While this might be expected of students, many of whom have identified learning disabilities in mathematics and reading, we felt that we needed to take a closer look at how we were working with these students. As a result, the scores from this group have steadily risen over the last five years.

Sandburg Middle School eighth grade students also take the EXPLORE test in late fall of each year. Sandburg’s eighth grade students have consistently scored well above the national average. The scores also reflect an upward trend in both reading and mathematics.

2. **Using Assessment Results:** ISAT results have been used to assist in making educational decisions at the district, school, and individual levels. At the district level, administrators analyze the results to identify trends in student performance across the district as a means of identifying curriculum strengths and needs. As a result of this level of analysis, there has been a district-wide effort in developing strategies to improve student’s reading comprehension and in mathematical problem solving skills.

At the building level, our School Improvement Team analyzes data from both state and local assessments. The “Just Five Clicks” program has been a useful tool for sifting through data from multiple sources in order to help us identify areas of strength and weakness in our curriculum. Additionally, data analysis has enabled us to identify both at-risk students and the focus of our school improvement initiatives.

After evaluating assessment data, our School Improvement Team identified vocabulary was one of the goals necessary to improve student achievement. The Sandburg staff embraced this goal and created a curriculum based vocabulary list for all subject areas in order to enable teachers to make connections between disciplines. The School Improvement Team also identified a gap in the understanding of geometry across all grade levels. This led to articulation reviews between the grade levels staff members for the purpose of identifying the key concepts needing further elaboration and review with students.

At the individual student level, we use ISAT data in conjunction with data from the OLSAT to determine their areas of strength and weakness. We provide assistance to at risk students, and challenge all students to stretch themselves and grow. Our PLUS program is designed as an intervention for at-risk students who are performing below standards. The REACH program provides both extension and enrichment activities for students identified as gifted or talented in the areas of reading, writing, and mathematics.

3. Communicating Assessment Results: ISAT assessment results are communicated in a variety of forms to the different stakeholder groups in our community. The results are communicated to the staff at Sandburg for a general perspective, and an eye toward areas of improvement. Complete test results are also presented to the school board at an open meeting by the assistant superintendent for curriculum. The board is given both district wide data and data for individual schools. Results are posted in all three of the major metropolitan newspapers, as well as the local Elmhurst newspapers. These published results also include results for significant subgroups. Each school submits data on assessments, financial status, student and staff demographics to the state of Illinois in order to produce the annual school and district report cards. These report cards are posted online at the district website for each school. The Illinois Interactive Report Card <http://iirc.niu.edu/> is another avenue that community members or interested parties can obtain this information.

The principal presents the results of the tests at a PTA meeting. Parents are provided with an overview of the trends observed in the data and are given an explanation as to how the data will drive school improvement for the following school year. A condensed version of this information is sent out via the "Sandburg Weekly Update" to over 600 family e-mail addresses on the school's database.

All eighth grade students are given the EXPLORE test. This test is used to provide students and parents with the information to make planning decisions for high school, determine foundation skills necessary for success in the workplace, identify students who show potential for success, and identify students who may need additional support.

4. Sharing Success: Sandburg is a part of a very interactive unit district, and the middle school principals have always worked very closely together. Our district is dedicated to the idea of promoting excellence for all students and we as principals and staff freely share ideas, successes, and resources. We have an annual articulation institute day enabling staff to exchange information with our feeder grade schools and high school. This opportunity gives us continuity of program, forums to share and expand ideas, and to search for areas for improvement. One of the keys contributing to our success is due in part to how well the elementary schools prepare and ready our students for the challenges of middle school.

Many of our staff belong to professional organizations including, but not limited to, the Illinois Principals Association, National Middle School Association, National Council of Teachers of Mathematics, and National Council of Teachers of English. Participation in events sponsored by these organizations affords staff the opportunity to network and share ideas with other teaching professionals. Both administrators and teachers serve as presenters at local, state and national conferences. The cooperative arrangement with Elmhurst College affords our staff the opportunity to assist prospective teachers obtain their middle school endorsements.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The Sandburg Middle School curriculum is a comprehensive standards based experience that is designed to give the students a well rounded education while also striving to meet the unique needs of early adolescent students. We consider ourselves a middle school that meets the needs of the whole child including having a curriculum that is challenging and standards based.

Science: Sandburg is in its second year of the modular Holt curriculum where each grade level studies a physical, a biological and an earth science module each year. Sixth grade has hands-on experiences in forces and motion, animals, and weather; seventh, sound and light, plants and astronomy; and eighth, chemistry, cells / genetics and geology. Our textbook series also provides an interactive website available to each student that provides the entire book contents, interactive animated tutorials, quizzes, puzzles, and links to related websites. This multimedia approach allows us to successfully meet the needs of our diverse population of science learners.

Social Studies: The social studies curriculum at Sandburg starts with a study of the five themes of geography, vocabulary, the hemispheres, and ancient civilizations from Mesopotamia to the Middle Ages during sixth grade. Seventh and eighth graders experience a survey of U.S. History from the French and Indian War through World War II and the Civil Rights Movement. All three grade levels use and practice map skills and research skills with each grade level doing a research project as well as discussion to prepare critical thinkers.

World Languages: World Language is offered to sixth, seventh, and eighth grade students as an elective; more than 90% of students choose to take either Spanish or French. In Spanish and French, over the course of three years, students will learn grammar and vocabulary commensurate with a first year language class at the high school level. World Language teachers facilitate the students' mastery of language skills through the use of engaging and research-based pedagogical methods which strengthen the students' confidence in their target language abilities. Students in Spanish and French classes are also encouraged to explore the multifaceted cultures of the Spanish and French speaking worlds.

Visual Art: Visual art at Sandburg Middle School is a six-week class that touches on four overall global concepts in art: art production, art criticism, art aesthetics, and art history. Art has a spiraled curriculum that builds on each previous year, touching upon topics including elements and principles of art and design along with color theory. Artworks are created using a variety of media, from drawing and painting to sculpture, ceramics, printmaking, and multi-media. Technology is emphasized and utilized extensively in art, not only in the creation of images, but in video projects as well. Emphasis is placed upon individual personal expression, problem-solving, and decision-making skills.

Performing Arts: Sandburg offers students the opportunity to participate in choir, band, and orchestra. Students may take up to two of the three activities. Students study performance on both an individual and group levels.

Technology: Computer technology is an integrated, experience-based instructional program designed to prepare students to be knowledgeable about technology - its evolution, systems, technologies, utilization, and social and cultural significance. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes and technological systems.

Unified Arts: In addition to visual arts and technology, Sandburg students take family and consumer sciences, general music, industrial technology, and guidance in a spiraled curriculum for six weeks each of their three years.

Physical Education and Health: Health classes at Sandburg Middle School cover the key points of living a healthy and satisfying life. The lessons range from topics on wellness, nutrition, body systems, diseases, growth and development, safety including first aid and CPR and finally alcohol and drugs. Physical education covers a mixture of individual and team sports, and team building, all with an overarching theme of fitness for life.

Special Education: Sandburg's special education program is designed to meet the unique needs of each child. The majority of students are in the Resource Program. These students spend the majority of the day in regular education classes. A Resource Teacher is assigned to each grade level where they work very closely with the general education teacher in providing support for these students in their regular education classroom. We also offer support for those students whose needs can be best met in our Instructional Program. This program is taught by a special education teacher and an aide who can provide individual and small group instruction. Lastly, we have our Multi-Needs Program. This program serves the needs of those students whose handicapping condition is such that they need the support of a special education teacher and multiple aides who can provide one on one support.

PLUS: PLUS provides daily academic support to students who have been identified as at risk in reading and or mathematics through small group instruction by a certified teacher in lieu of a foreign language class. The PLUS teacher works with students to teach core reading, writing, and math skills as well as organizational and study strategies. These study strategies are applied to content area materials with the expectation that these behaviors will be brought to each of their classes.

2b. (Secondary Schools) English: For many years, the Sandburg English Department has utilized a two period block to deliver a fully integrated program of instruction which covers all of the areas of reading and language arts. Inspired by the research of the National Middle School Association, this integrated program allows students to utilize reading skills to reinforce writing and writing skills to foster deeper understanding of what is read. Formal and informal writing are used to develop higher level thinking skills, such as inferring, questioning and predicting. Students use writing to investigate issues presented in authentic readings and inquiry based learning activities. This use of reading and writing allows students to have a more student centered learning experience.

We have raised the challenge level of our English curriculum because we realize that every student, regardless of ability has the right to access high level thinking activities and challenging curriculum. Our curriculum development closely follows the philosophy given in Understanding by Design by Wiggins and McTighe.

"Curriculum is integrated when it helps students make sense of their lives and the world around them." This quote from This We Believe is the basis of our unit creation. Driven by a need to help students make sense of their world and community, units of study are organized as thematic and conceptual units. Some of these units are organized across subject areas. The development of these units is an ongoing process, in which all teachers participate. These units bridge and build off of one another and provide students with essential questions which engage them in learning.

We have adopted the philosophy that reading and writing should be taught in context throughout the entire school day across all content areas. As a result, all teachers view themselves as having the responsibility for finding opportunities to regularly integrate reading and writing into activities for students.

3. Additional Curriculum Area: Mathematics: Sandburg Middle School's mathematics program takes a balanced approach, utilizing a constructivist model combined with the expectation of mastery of basic skills. Students inductively develop new concepts including algebraic concepts, data collection, probability, geometry, measurement, and number sense. Problem solving and communicating mathematically are the essential components of our math program across grade and ability levels. Students regularly connect mathematics within mathematics, in addition to connecting mathematics to other content areas and real life situations. Special education teachers and PLUS teachers collaborate with the mathematics teachers on a regular basis to discuss instructional strategies that best suit the needs of students in this program.

Our regular mathematics program reflects high expectations for all students. Connected Mathematics, a NSF program, provides rigor, while keeping students actively engaged in the mathematics classroom with high interest problems. Students are involved real life situations and make connections to their own lives. At the same time, Scott Foresman, Middle School Math is used to supplement the

Connected Mathematics program to insure students have appropriate basic skills. This course provides pacing and support that challenges our students who are working at grade level.

In order to challenge our high performing student population, 50% of the students in seventh grade and 45% of the eighth grade students are enrolled in an accelerated mathematics course. Multiple measures are used to identify students for the accelerated program. In recent years the number of students who have qualified for the accelerated course has increased significantly due to increased test scores. Impact Mathematics, Course 2 and 3 go beyond the scope of a typical algebra course. At the seventh and eighth grade level, careful instruction with graphing calculators allow students to make conjectures, predictions, and generalizations.

Sandburg's identified gifted and talented students, about 15% of the student population; work at an even higher level. Students use Impact Course 2 and 3 in sixth and seventh grade and continue with a college algebra course which incorporates statistics and technology in eighth grade. Middle school teachers worked closely with the York High School Mathematics Department to create a gifted level course that complements this high school program.

4. Instructional Methods: The staff at Sandburg Middle School uses a variety of instructional strategies striving to meet the needs of each of its students. Our goal is to see that each student is being pushed to grow in each of their content areas as well as their social emotional development. The students at the middle school level are going through one of the greatest physical and social emotional growth periods in their lives. Each of these students go through this growth in their own ways, and because of this, we must strive to connect with each student through employing multiple models of instruction.

Instructional goals are based upon learning standards and current best practice in each field. Having teachers who are content area specialists allows these teachers to take that content knowledge and develop their instruction methodology based upon the needs of the students. Our staff strives to develop lessons that engage all students to use activities from within all facets of the multiple intelligence model as well as differentiation for the varying ability levels of their students. Teachers use a number of approaches that include: small and large group work, lecture, hands on kinesthetic activities, visual presentations, projects, problem based learning, critical thinking exercises, discovery learning, students as instructors, and reading circles to name a few. Use of technology in the classroom is opening up many new avenues of instruction such as Active board technology for student interaction and data collection, teacher developed web quests and team developed thematic units of study that allow students to use their knowledge and technology skills to develop a variety of products that demonstrate their learning.

Ongoing formative assessment is a key to instructional success. Teachers begin by assessing the prior knowledge and needs of their students, and use assessment on an ongoing basis during the lesson to determine if the students are making progress toward the goals for the lesson. Teachers then adapt their lessons to the needs of individuals and groups in their classroom. Support staff such as special education teachers, PLUS teachers, and instructional assistants are also key players in making sure the individual needs of each student is met.

5. Professional Development: Sandburg Middle School has a dedicated staff that prides itself on being active learners. 58% of the teachers hold a masters degree or higher. Most of the teachers take course work during the summer months and five teach at the university level. Professional development is a very important component of why Sandburg Middle School consistently performs as high as it does.

New staff members at Sandburg are a part of a two year mentoring program that is set up by the district. New teachers are assigned a mentor, usually within their subject area and their own building, who assist these teachers in understanding both the curriculum and the workings of Sandburg Middle School. The district holds in-services for these teachers that focus on acclimation to their position in their first year and differentiation of instruction in their second year.

Due to budget constraints, fiscal resources for staff development have been limited in Elmhurst School District 205 for the last four years. As a result, we have had to be creative in our use staff development money in order to best maximize the impact professional development has on student

learning. During the last several years, our school improvement team identified the training programs aimed at having the greatest impact on our pedagogical approaches. Non-fiction reading, reading within the content areas, vocabulary development, technology, and brain research have been areas of focus for our school. We have used the “train the trainer” model by sending staff members to both in district and out of district in-services and staff development opportunities. These staff members came back and were the on staff resources for these areas. This has worked particularly well in the area of technology. The Technology Lab offers professional development every Tuesday morning for any subject requested, with a monthly subject specific session. These Tech Tuesday sessions have had an emphasis on integrating technology into the lives of students and staff.

Many staff members have used their summers to develop curriculum, take classes, and conduct research in industry. Several of our staff members have undergone training in brain research and in the optimal learning cycle conducted by Bonnie Benesh. The information gained through this training was particularly important for the implementation of a modified block schedule comprised of seventy-seven minute class periods.

PART VII - ASSESSMENT RESULTS

ISAT Reading Scores for Sandburg Middle School Eighth Grade.

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	March	March	April	April
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	95	88	88	87	89
% "Exceeding" State Standards	20	22	20	23	26
Number of students tested	257	243	212	236	227
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	0	1	1	3
Percent of students alternatively assessed	0.8	0	0.5	0.4	1
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	67	62	59	44	67
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	24	25	32	23	21
2. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	*	40	*	*	*
% "Exceeding" State Standards	*	0	*	*	*
Number of students tested	*	10	*	*	*
3. Hispanic					
% "Meeting" plus "Exceeding" State Standards	*	58	70	*	*
% "Exceeding" State Standards	*	0	0	*	*
Number of students tested	*	12	10	*	*
4. Asian/Pacific Islander					
% "Meeting" plus "Exceeding" State Standards	*	93	*	*	100
% "Exceeding" State Standards	*	27	*	*	55
Number of students tested	*	15	*	*	11

* Designates a category that had less than 10 students in a sub-group.

ISAT Mathematics Scores for Sandburg Middle School Eighth Grade

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	April	April
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	95	77	73	80	80
% "Exceeding" State Standards	51	28	20	30	40
Number of students tested	257	243	212	236	227
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	0	1	1	3
Percent of students alternatively assessed	0.8	0	0.5	0.4	1
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	63	36	31	27	33
% "Exceeding" State Standards	4	4	0	0	0
Number of students tested	24	25	32	23	21
2. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	*	40	*	*	*
% "Exceeding" State Standards	*	10	*	*	*
Number of students tested	*	10	*	*	*
3. Hispanic					
% "Meeting" plus "Exceeding" State Standards	*	33	50	*	*
% "Exceeding" State Standards	*	8	0	*	*
Number of students tested	*	12	10	*	*
4. Asian/Pacific Islander					
% "Meeting" plus "Exceeding" State Standards	*	86	*	*	100
% "Exceeding" State Standards	*	33	*	*	82
Number of students tested	*	15	*	*	11

* Designates a category that had less than 10 students in a sub-group

ISAT Reading Scores for Sandburg Middle School Seventh Grade.

2005 - 2006 was the first year in which sixth and seventh graders in the State of Illinois were administered the reading and mathematic ISAT tests.

	2005-2006
Testing month	March
SCHOOL SCORES	
% "Meeting" plus "Exceeding" State Standards	89
% "Exceeding" State Standards	31
Number of students tested	218
Percent of total students tested	100
Number of students alternatively assessed	2
Percent of students alternatively assessed	0.9
SUBGROUP SCORES	
1. Students with Disabilities	
% "Meeting" plus "Exceeding" State Standards	61
% "Exceeding" State Standards	4
Number of students tested	28
2. Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	60
% "Exceeding" State Standards	20
Number of students tested	10
3. Hispanic	
% "Meeting" plus "Exceeding" State Standards	64
% "Exceeding" State Standards	18
Number of students tested	11
4. Asian/Pacific Islander	
% "Meeting" plus "Exceeding" State Standards	92
% "Exceeding" State Standards	17
Number of students tested	12

* Designates a category that had less than 10 students in a sub-group

ISAT Mathematics Scores for Sandburg Middle School Seventh Grade

2005 - 2006 was the first year in which sixth and seventh graders in the State of Illinois were administered the reading and mathematic ISAT tests.

	2005- 2006
Testing month	March
SCHOOL SCORES	
% “Meeting” plus “Exceeding” State Standards	93
% “Exceeding” State Standards	37
Number of students tested	218
Percent of total students tested	99
Number of students alternatively assessed	2
Percent of students alternatively assessed	0.9
SUBGROUP SCORES	
1. Students with Disabilities	
% “Meeting” plus “Exceeding” State Standards	61
% “Exceeding” State Standards	4
Number of students tested	28
2. Economically Disadvantaged	
% “Meeting” plus “Exceeding” State Standards	80
% “Exceeding” State Standards	20
Number of students tested	10
3. Hispanic	
% “Meeting” plus “Exceeding” State Standards	82
% “Exceeding” State Standards	18
Number of students tested	11
4. Asian/Pacific Islander	
% “Meeting” plus “Exceeding” State Standards	92
% “Exceeding” State Standards	42
Number of students tested	12

* Designates a category that had less than 10 students in a sub-group

ISAT Reading Scores for Sandburg Middle School Sixth Grade.

2005 - 2006 was the first year in which sixth and seventh graders in the State of Illinois were administered the reading and mathematic ISAT tests.

	2005-2006
Testing month	March
SCHOOL SCORES	
% "Meeting" plus "Exceeding" State Standards	95
% "Exceeding" State Standards	40
Number of students tested	240
Percent of total students tested	100
Number of students alternatively assessed	2
Percent of students alternatively assessed	0.8
SUBGROUP SCORES	
1. Students with Disabilities	
% "Meeting" plus "Exceeding" State Standards	71
% "Exceeding" State Standards	11
Number of students tested	28
2. Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	70
% "Exceeding" State Standards	0
Number of students tested	10
3. Hispanic	
% "Meeting" plus "Exceeding" State Standards	90
% "Exceeding" State Standards	30
Number of students tested	10
4. Asian/Pacific Islander	
% "Meeting" plus "Exceeding" State Standards	*
% "Exceeding" State Standards	*
Number of students tested	*

* Designates a category that had less than 10 students in a sub-group

ISAT Mathematics Scores for Sandburg Middle School Sixth Grade

2005 - 2006 was the first year in which sixth and seventh graders in the State of Illinois were administered the reading and mathematic ISAT tests.

	2005-2006
Testing month	March
SCHOOL SCORES	
% "Meeting" plus "Exceeding" State Standards	95
% "Exceeding" State Standards	34
Number of students tested	239
Percent of total students tested	99
Number of students alternatively assessed	2
Percent of students alternatively assessed	0.8
SUBGROUP SCORES	
1. Students with Disabilities	
% "Meeting" plus "Exceeding" State Standards	64
% "Exceeding" State Standards	7
Number of students tested	28
2. Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	70
% "Exceeding" State Standards	0
Number of students tested	10
3. Hispanic	
% "Meeting" plus "Exceeding" State Standards	90
% "Exceeding" State Standards	30
Number of students tested	10
4. Asian/Pacific Islander	
% "Meeting" plus "Exceeding" State Standards	*
% "Exceeding" State Standards	*
Number of students tested	*

* Designates a category that had less than 10 students in a sub-group

EXPLORE - ACT Reading and Mathematics Scores
Sandburg Middle School
Eighth Grade

Scores are reported here as Scaled scores.

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	November	November	November	November
Sandburg Composite Score	18.4	17.5	17.4	17.4
National Composite	14.7	14.7	14.7	14.7
National Standard Deviation	3.0	3.0	3.0	3.0
Sandburg Math Score	18.1	17.7	17.1	17.6
National Math Mean Score	14.4	14.4	14.4	14.4
National Standard Deviation Math	3.5	3.5	3.5	3.5
Sandburg Reading Score	17.7	16.9	16.8	16.9
National Reading Score	13.9	13.9	13.9	13.9
National Standard Deviation Reading	3.6	3.6	3.6	3.6
Number of Students Tested	258	224	208	231
Percent of total students tested	99	97	98	98
Number of students alternatively assessed	0	0	0	0
Percentage of students alternatively assessed	0	0	0	0