

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Thomas Little

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

Official School Name Robert A. Black Magnet School

(As it should appear in the official records)

School Mailing Address 9101 S. Euclid Ave

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

Chicago

Illinois

60617-3749

City

State

Zip Code+4(9 digits total)

County Cook

State School Code Number* 150162990252086

Telephone (773) 535-6390

Fax (773) 535-6047

Web site/URL www.blackmagnetschool.com

E-mail tlittle1@cps.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Arne Duncan

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

District Name Chicago Public Schools

Tel. (773) 553-1000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Rufus Williams

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: 407 Elementary schools
 18 Middle schools
 0 Junior High Schools
 38 High schools
 136 Other
 599 TOTAL
2. District Per Pupil Expenditure: 6255
 Average State Per Pupil Expenditure: 5567

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. 10 Number of years the principal has been in her/his position at this school.
 0 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
Pre K	0	0	0	7	32	27	59
K	17	12	29	8	27	28	55
1	29	29	58	9	0	0	0
2	30	25	55	10	0	0	0
3	22	37	59	11	0	0	0
4	25	31	56	12	0	0	0
5	30	26	56	Other	0	0	0
6	28	28	56				
TOTAL STUDENTS IN THE APPLYING SCHOOL							483

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 97 | % Black or African American |
| 2 | % Hispanic or Latino |
| 0 | % White |

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 to the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	483
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 2

Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 299

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 federally supported lunch 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: $\frac{4}{19}$ %
 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>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>10</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>6</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</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>17</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support Staff	<u>13</u>	<u>0</u>
Total number	<u>47</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of 28 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	97 %	97 %	97 %
Daily teacher attendance	92 %	91 %	91 %	94 %	91 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

During the past five years, no teacher at Robert A. Black has left the school during the school year. That is why the percentages are zero for the Teacher Turnover Rate.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

NARRATIVE SNAPSHOT

Robert A. Black Magnet School is a public elementary school located on the southeast side of Chicago. It is part of the Chicago Public Schools. The school serves 474 students in grades K to 8. The school has two locations. The main building at 9101 S. Euclid Ave houses grades 4 through 8 with an enrollment of 483. The branch building, five miles to the north at 7133 S. Coles Ave, contains grades K through 3 with an enrollment of 203.

Students are selected for kindergarten and first grade enrollment each year by a school district led computerized lottery that is intended to maintain a predetermined racial balance. Applying for all other grades involve a waiting list as class rosters are full. The school's student average annual mobility rate of 2.1% limits the numbers of students able to transfer in after first grade. Students reside in various south and southeast side neighborhoods within a 6-mile radius of their respective building location and are primarily transported to school by district-funded buses. The magnet focus of our school is math and science.

Students are enrolled at Robert A. Black regardless of ability and skills. To this end, our school follows 'Best Practices' guidelines to educate all students. Services to students with disabilities are provided in the least restrictive environment (LRE). Students with individual education plans (IEP) are mainstreamed into the regular classroom setting with special education teachers working closely with homeroom teachers to provide the least amount of time away from peers. School Based Problem Solving (SBPS) is a district mandated intervention program employed to assist pupils having academic and social difficulties. Finally, Robert A. Black is a No Child Left Behind (NCLB) targeted assistance school. There is an active NCLB parent advisory committee that oversees a federally provided budget to further assist at risk students. This includes the hiring of a full time NCLB school assistant and the use of an after school tutoring program, all for students on the school's NCLB targeted list. Parents of NCLB students meet monthly for planning and are given presentations by consultants on requested topics.

Our school's instructional focus continues to center on ongoing partnerships with businesses, universities and other area elementary schools to provide sound educational resources for our students, parents and staff. Reform initiatives and current school partnerships include Trinity Hospital, Illinois Math and Science Academy, McDonald Corporation, Dominick's Finer Foods, Chase Bank, Chicago Foundation for Education, University of Chicago, University of Illinois at Chicago, National Louis University, Chicago State University, DePaul University, Chicago Park District, Chicago Conservation Core, Score Educational Services, Chicago Symphony Orchestra, American Heart Association, Shedd Aquarium, World Language Program and the Voluntary Public School Choice program.

Based on the 2007 Illinois School Report Card, 99% of our parents made at least one contact with teachers during the school year. Parents are encouraged to be involved in our school from an 'open door' policy that encourages regular communication among staff and parents. Educational plans are written and implemented with parent input and are reviewed regularly via weekly parent-teacher conferences. Parents also are encouraged to volunteer and do so by helping in the classroom, school office or as a field trip chaperone.

Robert A. Black's Vision Statement: We envision a school where learning is a result of open communication among parents, teachers and students. Ultimately, the guiding principle of our innovative educational programs will be the development of the total child through varied practices in literacy, mathematics, science and the integration of technology across the curriculum.

Robert A. Black's Mission Statement: We are committed to providing an academic environment in which all children, regardless of any disabilities, will succeed academically. Students will be well mannered, respectful of themselves and others, enthusiastic in the pursuit of knowledge and the fulfillment of their goals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

ASSESSMENT RESULTS

Robert A. Black Magnet School continues to show evidence of academic success in our test results. We continue to meet or exceed the Illinois Learning Standards in reading, mathematics and science. The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8 every year in March. There are four performance levels; Level 1: Academic Warning, Level 2: Below Standards, Level 3: Meets Standards, and Level 4: Exceeds Standards.

Meeting a standard refers to the level at which a student demonstrates knowledge and skills in a subject. In the 2006-2007 school year, 79% of the students at Robert A. Black met or exceeded the state standards. If the students met the standards their work demonstrated proficient knowledge and skills in the subject. The students effectively applied knowledge and skills to solve problems. If the students exceeded standards then their work demonstrated advanced knowledge and skills in the subject. Students creatively applied knowledge and skills to solve problems and evaluated the results.

Grade 3 test scores were the highest of all grades tested with 88.7% meeting or exceeding standards in reading and 94.3% meeting or exceeding standards in mathematics. Grades 4, 7 and 8 improved test results from the previous year. Grade 5 showed a decline of approximately 10% in their scores. Grade 6 showed a similar decline in test results.

A requirement for making adequate yearly progress (AYP) is that at least 95% of our students must be tested. 99.7% of our students were tested and 100% of those students' test results reflected AYP. According to the state standard, at least 55% of the students tested must meet or exceed the standards in reading and math to show AYP. 78% of Robert A. Black's students met or exceeded the standards in reading and 83.5% of students met or exceeded the standards in mathematics.

Another indicator of our success is the standard of 90% attendance rate and Robert A. Black's rate was 96% in the 2006-2007 school year.

61.8% of our students are considered to be in the economically disadvantaged category. 77.5% of these students met or exceeded the AYP requirement in reading and 81.7% met or exceeded the AYP in mathematics.

For further detailed information about Black Magnet School and our state assessment system, visit the Illinois State Board of Education website at www.isbe.net. The Illinois School Report Card will present an in depth look at our school. Assessment data is also available at the school district's website: www.cps.k12.il.us

2. Using Assessment Results

USING ASSESSMENT RESULTS

Beginning in September and continuing throughout the school year teachers meet as a group and with grade level partners on a regular basis to plan implementation of instructional strategies that will best meet the needs of our students. It is our goal to improve student and school performance.

Teachers receive a folder with current test results in math, reading and science. The test data is separated into two categories: individual student reports and a classroom report. Analyzing our test score results for the students in September helps drive instruction and determines focus areas for the school year. The test results are also included for the previous year's students. Examining data from the previous year helps teachers identify their instructional strengths and weaknesses. Ongoing professional development opportunities is provided to teachers to address areas of instructional weakness.

Teachers work collaboratively with grade level partners in planning an in-depth analysis of the data. The Illinois School Report Card results are also studied. The goals that are set are constantly being reviewed and revised based on the needs of the students.

Vertical teaming is another important strategy implemented throughout the school year. Teachers find this invaluable in planning for instruction and maintaining high expectations for the students as progress is charted.

3. Communicating Assessment Results

COMMUNICATING ASSESSMENT RESULTS

As teachers analyze student achievement data it is important to note that this information is shared with the parents. In addition to the five week progress reports, quarterly report cards and regular communication with parents, the test scores are shared with the parents. Preprinted test results with individual student scores as well as school scores are distributed to parents at the beginning of the year with a prepared explanation as to interpreting the results.

An Open House is held in September to welcome the parents. Each teacher's presentation includes information on the testing program. Additional opportunities are provided for the parents to discuss test results. Literacy leaders, school district reading and math coaches, consultants, and faculty members present workshops during the school day and in the evening on a regular basis. Test scores and interpretation are topics addressed at monthly Parent Teacher Association meetings as well as at Local School Council Meetings.

A No Child Left Behind (NCLB) consultant meets with the parents once a month. Interactive group sessions invariably include topics relating to testing. Question and answer sessions effectively address the concerns of the parents as they look at test scores and plan strategies to assist their children in weak areas. Assistance is offered in setting goals for the children and effective test taking strategies are discussed. Individual conferences are available to the parents on a regular basis with the counselor or classroom teacher when questions arise about test scores and interpretation of results.

The students understanding of test scores is an integral part of this process. Students may attend the above mentioned meetings. As teachers distribute information to the parents, this information is also shared with the students. Lessons in the classroom assist students in interpreting results without sharing actual results of any individual student. As students prepare for the tests with coaching materials, reflection and questioning as to test interpretation is encouraged.

4. **Sharing Success:**

SHARING SUCCESS

Robert A. Black Magnet School is proud to share its successes with other schools. Our reputation for excellence is well known. We have an open door policy and encourage visitors from all over the city. We continue to host meetings and workshops at our school relating to academic success. The area office and its staff encourage other schools in the area to visit our school and observe our classrooms' teachers and students in action. Based on this reputation for excellence we have been a recipient of the Voluntary Public School Choice (VPSC) Grant.

We have been a part of a collaborative group of schools referred to as the Calumet Heights/Burnside Cluster. The purpose of this group is to work collaboratively for the good of all the students. We have worked on projects that involved all the students, parents and community. The teachers and administrators have met as a group as we set goals for continued academic success. Each school is a role model for the other and Robert A. Black School has been instrumental in motivating students. We have several programs of excellence offered to our students during the day and after school. We in turn open our doors to other schools encouraging their students to join us. We have shared with the parents the goals set for the school year. Teachers do not spend time teaching what the students already know but add more quality instructional time to teaching what the children need to know.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

CURRICULUM

Black Magnet School aligns its curriculum with the Illinois State Standards. Curriculum planning reflects a focus on these standards on a weekly basis as lesson plans are completed. The Chicago Public Schools' guidelines are also a major factor in our curriculum planning. CPS curriculum framework statements guide our instruction.

Our teachers form committees to select materials with content that supports these standards. Before a selection is made for materials in any core area, an in-depth analysis is made by all members of the grade levels considering a purchase. A particular publishing company must meet our expectations with a program of excellence for learning. All textbooks, supplemental materials, and components of a program must be challenging for the students and at the same time present information that is motivating and connected to the real world. We utilize support services and workshops provided by textbook companies to assist teachers in planning. Each core curriculum area is taught not just as basic skills but as challenging and enriching.

Our reading curriculum includes basal reading books and supplemental materials. The program includes a major focus on vocabulary, comprehension, writing and fluency. The reading supplemental materials integrate language arts, spelling, writing, and phonics. The math curriculum includes a program written by the University of Chicago entitled Everyday Math for grades K-6. Grades 7-8 curriculum is similar but it is entitled Connections. We have a Magnet Cluster Lead Teacher on staff to assist teachers with curriculum alignment. It is a total immersion in hands-on discovery learning. Supplemental materials are used along with this basic curriculum. The science curriculum is also a hands-on discovery program based on units of study and a support program of team teaching with the Shedd Aquarium. Our social studies curriculum is based on units of study in textbooks as well as supplemental hands-on interactive lessons. A visual arts resource program is available to all students from grades K-8. Spanish language classes are taught to students in grades 4-8 twice a week the entire year. We have a media center to assist with curriculum projects and a computer lab for all grade levels. The students have a physical education class once a week and there are many extra-curricular physical education related activities after school: tennis, basketball, and cheerleading. All curriculum areas in grades 7 and 8 are taught in a departmentalized setting.

2a. (Elementary Schools) Reading:

READING (ELEMENTARY)

Robert A. Black Magnet has adopted the Chicago Public Schools Reading Initiative which focuses on the following four components: word knowledge, fluency, writing, and comprehension. Robert A. Black School believes that following the curriculum set in place by CPS will allow our students to not only to be successful at grade level, but will also assist them in becoming life-long readers and learners.

The first essential element, word knowledge, requires students at all grade levels to recognize as well as learn the meaning of a large number of words from daily reading and content instruction. Primary grades (K-3) focuses on students learning how to read and spell words that they have yet to encounter, and intermediate and upper grades (4th - 8th) are to receive instruction that is aimed at increasing students' knowledge of word meanings and the meaningful parts of words.

The second and third essential elements of the Reading Initiative, is for students to gain fluency and comprehension in reading. With instruction in fluency, students are taught to read texts quickly and accurately through some form of guided practice independently or in whole class instruction. As for comprehension, Robert A. Black teachers use a variety of strategies to guide their students to think while reading. Robert A. Black encourages students to practice reading comprehension from texts found in all content area: literature, science, math, and social studies.

The fourth component requires students to learn how to write well and understand that there is a strong connection between reading and writing. Robert A. Black feels that if students can read well, that they will also have the tools to write well. In order to assist

students into becoming good writers, Robert A. Black teachers allow multiple opportunities for students write effectively for a variety of audiences and purposes, and provide them with strategies to maintain a high quality of writing throughout their academic career.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

ADDITIONAL CURRICULUM AREA

As a Math and Science Magnet Cluster school, Robert A. Black Magnet takes pride in their science program. To ensure that all students benefit from high-quality instruction, Robert A. Black practices the vision of Chicago Public Schools' Chicago Math & Science Initiative (CMSI) which is to transform the teaching and learning of science and in turn, increase ISAT scores. As a partner school, with CMSI, Robert A. Black is dedicated in delivering standards-based science experiences on a national, state and local level, which can be utilized to students on all academic levels. Together, Robert A. Black and CMSI are devoted to renovating science instruction by providing teacher support in various programs that enables high quality teaching and therefore enhanced student achievement.

Robert A. Black's mission statement reiterates the school's drive for student achievement in science by the dedication taken to 'succeed academically with an enhanced Math and Science curriculum.' To act on this pledge, staff and teachers at Robert A. Black have adopted numerous techniques to the science curriculum which involve students at all grade levels. Some of these practices include: lab work, hands-on activities embracing the scientific method, field trips that add to the enrichment of the students' success of scientific understanding, as well as allowing students to interact with members of the science community.

CSMI allows for teachers to improve Robert A. Black's science curriculum by making them better prepared teachers in the field. By hosting professional development and university-based programs on the cultivation of a science environment, Robert A. Black teachers are able to take these practices into the classroom which, in turn, continues to assist in our students' comprehension and skills in the area of science.

Finally, through a partnership with the Illinois Math and Science Academy (IMSA), we at Robert A. Black have established an after school math and science enrichment program for students in grades 4 to 8.

4. **Instructional Methods:**

INSTRUCTIONAL METHODS

Our curriculum implementation is based on recommended best practices for school reform as well as new strategies found in professional literature. Our success is based on interactive hands-on activities within the classroom that motivate students' learning. Routines and assignments offer variety and unpredictability. Students are not taught what they already know; they are taught what they need to know based on interpretation of test results, classroom performance and observation. Differentiated instruction is crucial to our success. Teachers plan for instruction based on data pertaining to each student and his/her learning style.

Authentic instruction is balanced with textbook instruction. Whole group instruction is implemented as well as small group and individual instruction. Throughout the day, connections are made between the school and the real world. Text to text, text to self and text to world are integral parts of our instructional plan.

Interactive dialogue takes place between the teachers and students as well as student to student. The students are engaged in the learning process and teachers are facilitators and/or guides for learning. Teachers support students' efforts by encouraging critical thinking skills and the use of higher order thinking skills. Students are taught not only to recall information but understand, apply, analyze, synthesize, and evaluate.

Tasks are complex and designed so that the students have to stretch conceptually and take greater responsibility for learning. The classroom is not the only place for learning. Home-school connections are a major portion of our plan for knowledge building as well as field trips to libraries, museums, schools, and other educational sources.

Our teachers make learning more exciting and their teaching styles are interesting to the students. No matter what strategies we implement, our overall goal is to provide challenging and rewarding experiences for our students.

5. **Professional Development:**

PROFESSIONAL DEVELOPMENT

Robert A. Black Magnet School believes in the importance of professional development and has created a multitude of opportunities for teachers to participate in. Robert A. Black administration believes that not only will professional development allow for teachers to develop new skills and further their knowledge in content area, but also practice new found techniques through enriched lessons and activities which are in turn extended to the students.

In order to develop teachers' skills in everything from content area to cultural differences, Chicago Public School has set aside seven professional development days for teachers to further develop new skills as well as build on existing proficiency. By allowing teachers to have an opportunity to attend workshops held on these days, Robert A. Black teachers are allowed to engage with teachers from other schools as well as even other districts and to collaborate and develop new skills for the classroom.

Robert A. Black has adopted multiple professional development programs that's end goal is to assist in student learning. One example is the Writing Workshop and Writing Strategies provided by Kinney and Associates which took place over two professional development days as well as during school hours that assisted teachers in ISAT writing strategies. A second example was the professional development provided by Art Resources in Teaching (ART) which demonstrated Black's dedication to the Math and Science Cluster Program by allowing teacher to learn about the importance of chess and how it develops higher level thinking and problem solving skills.

Professional Development for the teachers and in turn, the students of Robert A. Black, is important to the success to the school as a whole. Without teachers having the ability to develop and practice hands-on learning techniques, classroom instruction can lack the influences of modern thinking and effective educational tools.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Illinois Standards Achievement Test

Edition/Publication Year 2006-07 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards level 3/meets standard; level 4/exceeds standards	89	69	42	56	47
% "Exceeding" State Standards level 4/exceed standards	21	20	10	7	7
Number of students tested	60	59	59	57	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	2	1
Percent of students alternatively assessed	3	3	5	4	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and 4	86	69	44	53	43
% "Exceeding" State Standards Level 4	19	18	15	6	3
Number of students tested	37	40	37	34	33
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	94	89	58	76	66
% "Exceeding" State Standards					
Level 4	47	35	8	16	9
Number of students tested	60	59	59	57	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	2	1
Percent of students alternatively assessed	3	3	5	4	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	93	90	62	80	70
% "Exceeding" State Standards					
Level 4	50	31	9	15	8
Number of students tested	37	40	37	34	33
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	62	54			
% "Exceeding" State Standards					
Level 4	8	9			
Number of students tested	59	57	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	5	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	63	57			
% "Exceeding" State Standards					
Level 4	9	8			
Number of students tested	37	38	0	0	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	75	61			
% "Exceeding" State Standards					
Level 4	25	2			
Number of students tested	59	57	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	5	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	74	70			
% "Exceeding" State Standards					
Level 4	23	3			
Number of students tested	37	38	0	0	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	54	64	65	55	72
% "Exceeding" State Standards					
Level 4	13	7	14	18	30
Number of students tested	59	56	57	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	2	1
Percent of students alternatively assessed	2	4	4	3	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 and 4	59	62	66	50	66
% "Exceeding" State Standards					
Level 4	19	6	7	18	26
Number of students tested	37	38	35	34	34
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	64	75	79	76	70
% "Exceeding" State Standards					
Level 4	2	6	5	9	2
Number of students tested	59	56	57	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	2	1
Percent of students alternatively assessed	2	4	4	3	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	69	71	71	75	66
% "Exceeding" State Standards					
Level 4	0	6	0	7	0
Number of students tested	37	38	35	34	34
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	76	88			
% "Exceeding" State Standards					
Level 4	19	18			
Number of students tested	58	57	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	2	2			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	72	85			
% "Exceeding" State Standards					
Level 4	11	17			
Number of students tested	36	38			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	80	88			
% "Exceeding" State Standards					
Level 4	15	13			
Number of students tested	59	58	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	70	88			
% "Exceeding" State Standards					
Level 4	17	12			
Number of students tested	37	39			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	86	80			
% "Exceeding" State Standards					
Level 4	16	18			
Number of students tested	56	55	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	85	79			
% "Exceeding" State Standards					
Level 4	15	21			
Number of students tested	35	37	0	0	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	88	82			
% "Exceeding" State Standards					
Level 4	12	25			
Number of students tested	56	55	0	0	0
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	85	76			
% "Exceeding" State Standards					
Level 4	9	24			
Number of students tested	35	37	0	0	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	96	91	91	92	80
% "Exceeding" State Standards					
Level 4	8	4	7	10	7
Number of students tested	54	55	54	56	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	1	2
Percent of students alternatively assessed	2	2	4	2	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	92	86	88	81	72
% "Exceeding" State Standards					
Level 4	4	3	0	0	7
Number of students tested	33	37	33	33	31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	92	84	64	76	50
% "Exceeding" State Standards					
Level 4	37	20	4	18	7
Number of students tested	54	55	54	56	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	1	2
Percent of students alternatively assessed	2	2	4	2	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	84	74	55	57	31
% "Exceeding" State Standards					
Level 4	36	11	3	10	7
Number of students tested	33	37	33	33	31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
 REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					