

**SPRINGMAN MIDDLE SCHOOL
GLENVIEW C C SCHOOL DIST 34
GLENVIEW, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	78.3	2.2	5.8	13.4	0.3	8.2	4.7		0.0	12.8	96.2	687
District	74.8	2.9	10.6	11.6	0.1	12.8	12.0		0.0	10.6	96.1	3,975
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	100.0
State	96.3

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
			24.4	25.8	
			25.1	24.9	
			23.7	23.1	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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16.0		11.7	198.8
19.4		14.1	208.7

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		60	60		60	60		120	120		60	60
District		60	60		60	60		120	120		60	60
State		52	50		43	44		105	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.2	1.0	0.9	1.9	0.0	14.5	85.5	293
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

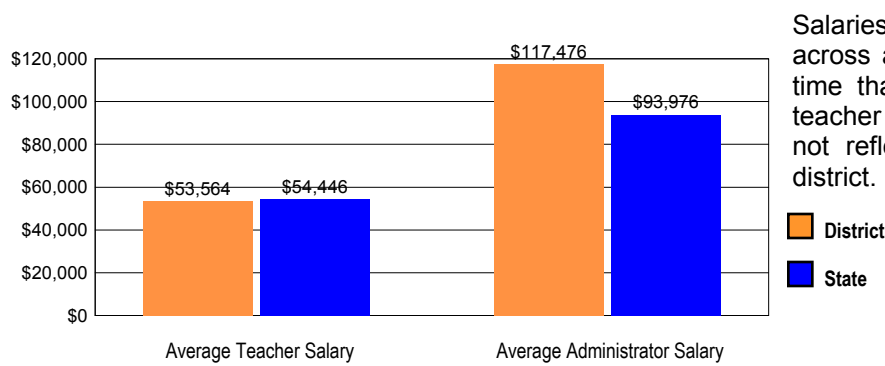
TEACHER INFORMATION (Continued)

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	3.3	0.0
District	11.4	32.0	68.0	1.3	0.0
State	13.8	51.3	48.6	1.7	1.8

Some teacher/administrator data are not collected at the school level.

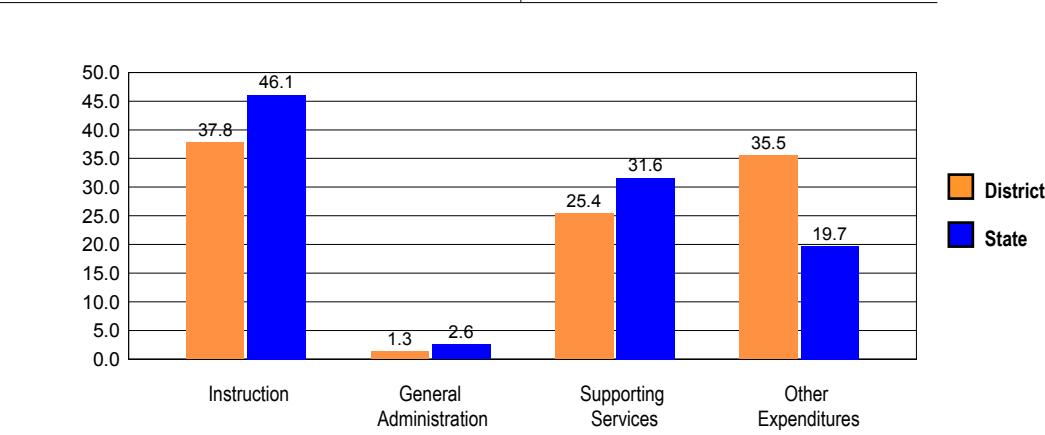
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$32,719,763	74.8	56.6	Education	\$31,046,417	57.6	70.1
Other Local Funding	\$6,443,432	14.7	5.4	Operations & Maintenance	\$3,023,025	5.6	8.9
General State Aid	\$982,573	2.2	17.9	Transportation	\$2,007,798	3.7	3.5
Other State Funding	\$2,319,302	5.3	12.1	Bond and Interest	\$2,232,165	4.1	6.0
Federal Funding	\$1,249,368	2.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$43,714,438			Municipal Retirement/ Social Security	\$941,316	1.7	1.5
				Fire Prevention & Safety	\$282,397	0.5	0.9
				Site & Construction/ Capital Improvement	\$14,328,493	26.6	9.0
				TOTAL	\$53,861,611		

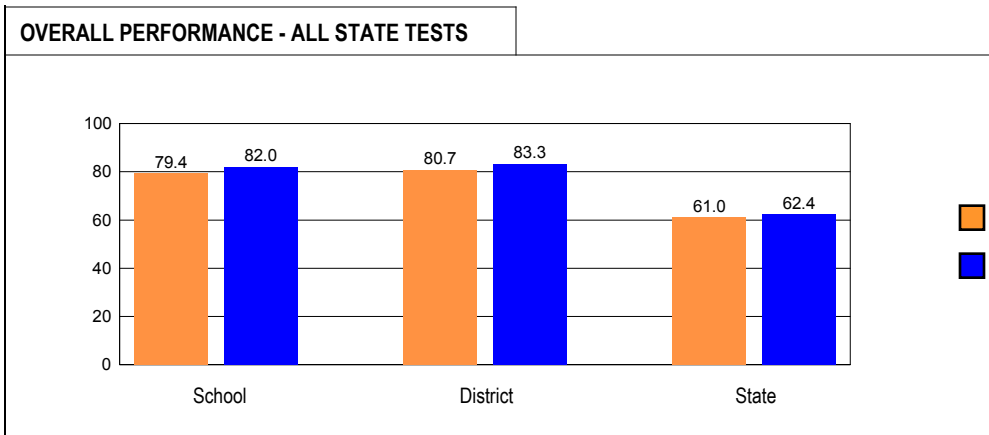
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$344,670	2.62	\$5,758	\$10,052
State	**	**	\$5,022	\$8,482

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

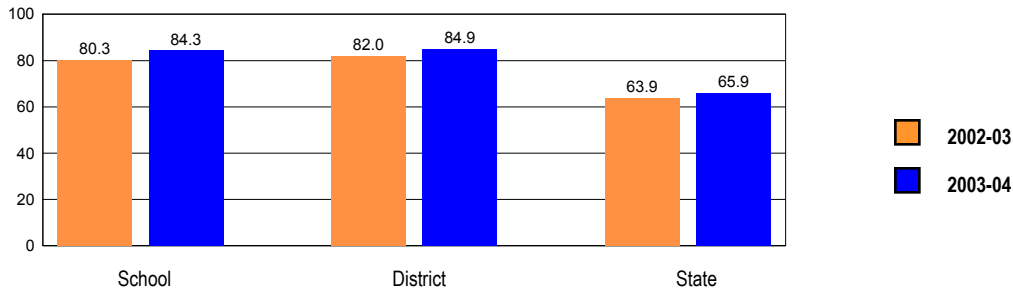
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

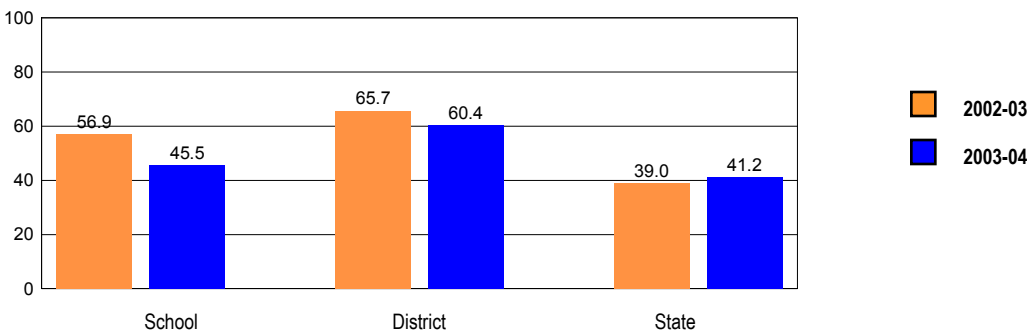
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



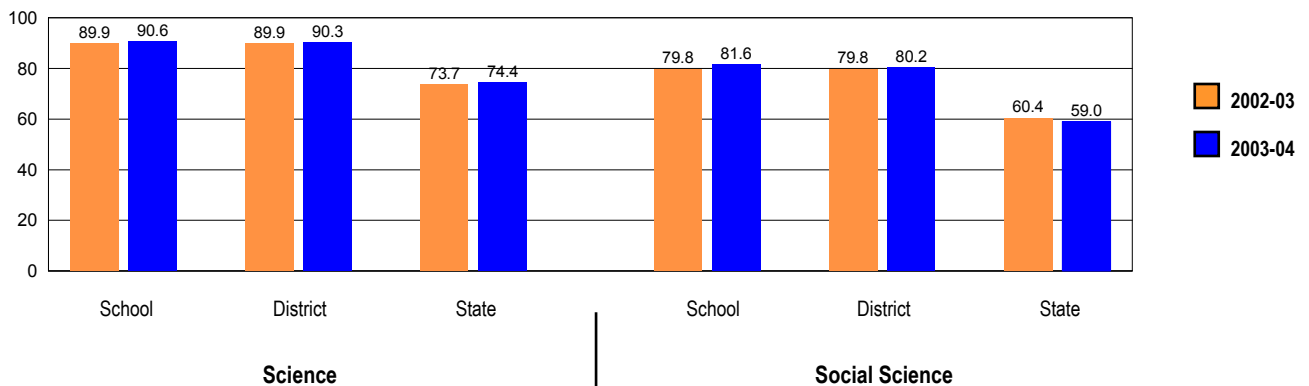
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

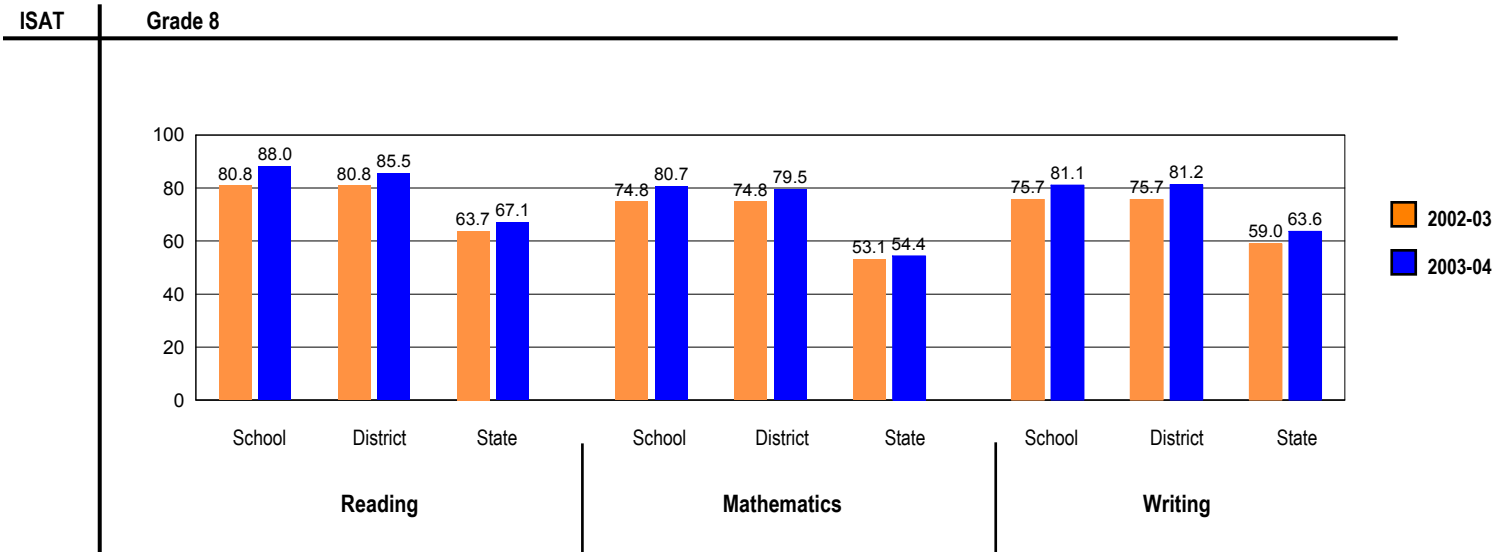


ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

ISAT Grade 7





PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	262	139	123	208	3	14	36	1	0	17	0	30	27
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	1,608	802	806	1,217	41	128	219	3	0	169	0	199	220
	Reading	0.4	0.6	0.4	0.4	2.4	0.8	0.0			0.0		1.5	0.9
	Mathematics	0.4	0.6	0.1	0.3	2.4	0.8	0.0			0.0		1.5	0.9
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 7**Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	2.7	6.7	61.4	29.1	0.4	17.9	54.3	27.4
District	3.1	6.6	61.3	29.0	0.5	19.3	53.3	26.9
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	3.2	7.1	62.7	27.0	0.8	15.9	50.8	32.5
	District	3.8	6.3	60.9	29.0	0.8	16.8	50.8	31.5
	State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female	School	2.1	6.2	59.8	32.0	0.0	20.6	58.8	20.6
	District	2.2	7.0	61.8	29.0	0.0	22.6	56.5	21.0
	State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	1.1	5.1	60.7	33.1	0.0	14.6	53.4	32.0
	District	2.1	5.5	59.4	33.0	0.0	15.8	52.7	31.5
	State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black	School	16.7	25.0	50.0	8.3	8.3	50.0	41.7	0.0
	District	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
	State								
Hispanic	School	9.1	27.3	54.5	9.1	9.1	45.5	45.5	0.0
	District	6.3	18.8	71.9	3.1	3.1	50.0	43.8	3.1
	State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander	School	3.4	3.4	75.9	17.2	0.0	20.7	65.5	13.8
	District	4.0	2.0	70.0	24.0	0.0	16.0	66.0	18.0
	State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American	School								
	District								
	State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic	School								
	District								
	State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	10.0	20.0	56.7	13.3	3.3	40.0	43.3	13.3
	District	14.3	19.6	55.4	10.7	1.8	46.4	39.3	12.5
	State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP	School	1.6	4.7	62.2	31.6	0.0	14.5	56.0	29.5
	District	1.4	4.6	62.2	31.8	0.3	15.2	55.4	29.1
	State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.6	27.8	55.6	11.1	0.0	44.4	33.3	22.2
	District	5.6	20.4	61.1	13.0	1.9	50.0	31.5	16.7
	State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible	School	2.4	4.9	62.0	30.7	0.5	15.6	56.1	27.8
	District	2.7	4.6	61.4	31.4	0.3	14.9	56.5	28.4
	State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

Grade 8

Grade 8 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.4	11.6	68.7	19.3	1.6	17.7	39.8	41.0	1.2	17.7	72.7	8.4
	0.4	14.1	68.6	16.9	1.8	18.8	40.4	39.1	0.9	18.0	71.2	10.0
	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.7	15.7	66.4	17.2	0.7	17.2	41.0	41.0	1.5	21.6	69.4	7.5
	District	0.8	16.9	68.2	14.0	1.3	19.9	40.3	38.6	1.3	22.6	69.4	6.8
	State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female	School	0.0	7.0	71.3	21.7	2.6	18.3	38.3	40.9	0.9	13.0	76.5	9.6
	District	0.0	11.0	68.9	20.1	2.3	17.5	40.6	39.6	0.5	13.0	73.1	13.4
	State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	9.8	71.1	19.1	2.0	17.2	41.7	39.2	1.5	17.2	74.5	6.9
	District	0.3	12.6	70.7	16.4	2.2	17.4	42.0	38.4	1.1	17.1	72.7	9.1
	State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black	School												
	District	0.0	20.0	80.0	0.0	0.0	30.0	60.0	10.0	0.0	40.0	60.0	0.0
	State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic	School	10.0	20.0	50.0	20.0	0.0	50.0	30.0	20.0	0.0	50.0	50.0	0.0
	District	5.3	31.6	47.4	15.8	0.0	50.0	25.0	25.0	0.0	44.4	44.4	11.1
	State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander	School	0.0	19.4	58.1	22.6	0.0	9.7	29.0	61.3	0.0	12.9	64.5	22.6
	District	0.0	16.7	60.0	23.3	0.0	13.3	33.3	53.3	0.0	11.7	71.7	16.7
	State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American	School												
	District												
	State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic	School												
	District												
	State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	3.4	51.7	37.9	6.9	13.8	58.6	13.8	13.8	10.3	55.2	34.5	0.0
	District	3.8	51.9	38.5	5.8	13.5	57.7	17.3	11.5	7.8	54.9	37.3	0.0
	State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP	School	0.0	6.4	72.7	20.9	0.0	12.3	43.2	44.5	0.0	12.7	77.7	9.5
	District	0.0	9.2	72.5	18.4	0.2	13.7	43.4	42.6	0.0	13.3	75.5	11.3
	State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.3	39.1	52.2	4.3	0.0	52.2	30.4	17.4	4.3	30.4	65.2	0.0
	District	2.1	34.0	55.3	8.5	0.0	52.1	33.3	14.6	2.2	39.1	52.2	6.5
	State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible	School	0.0	8.8	70.4	20.8	1.8	14.2	40.7	43.4	0.9	16.4	73.5	9.3
	District	0.2	11.8	70.1	17.9	2.0	14.8	41.2	42.0	0.7	15.6	73.3	10.4
	State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	25.0	33.3	41.7	0.0	25.0	50.0	16.7	8.3	25.0	25.0	50.0	0.0
District	31.8	22.7	45.5	0.0	18.2	50.0	22.7	9.1	31.8	18.2	40.9	9.1
State	35.2	27.8	33.0	4.0	17.4	62.3	17.1	3.2	27.4	26.5	34.5	11.5

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School												
District												
State	35.6	27.2	33.6	3.6	17.8	61.3	17.2	3.7	31.2	27.8	31.9	9.1
Female												
School												
District	15.4	23.1	61.5	0.0	15.4	53.8	15.4	15.4	15.4	15.4	53.8	15.4
State	34.8	28.6	32.3	4.4	16.8	63.6	17.0	2.6	23.3	25.1	37.4	14.3

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	86.6		Yes	78.2		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	90.1		Yes	80.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Planned Improvement

Springman Middle School students perform well overall on the Illinois Standards Achievement Test (ISAT). The 2004 results include “outstanding” performance in Reading (88%), Mathematics (80.8%), and Writing (81.1%). The figures noted refer to the percent of our students meeting or exceeding the State goals. (The percentages noted reflect ALL students tested.) In addition, significant improvement was noted in each of these subject areas through the total percentage of students meeting or exceeding State goals from the previous year: Reading - 7.2 percentage points (PP) increase, Math – 6.0 PP increase, and Writing - 5.4 PP increase.

Our first goal is the creation of a study skills curriculum that spans all three grade levels for implementation in the 2005-06 school year. The Local School Council parent survey conducted last spring pointed to the lack of a specific study skills curriculum as well as a “scope and sequence” plan for the curriculum. A committee will take the lead in reviewing various study skills resources and programs along with surveying staff to determine what is currently being taught. The committee will create a resource book for staff that combines published materials with staff-created documents that will act as a guide for teaching the study skills. The committee will also work with the Building Council to determine a scope and sequence chart. Finally, the study skills curriculum will be embedded within the existing curricula to reinforce the life-long nature and need for these skills.

Our second goal area focuses on school climate and character development. The inclusion of sixth grade to the building increases the age range of our student population as well as the spectrum of social and emotional competencies. The staff is committed to developing caring and ethical citizens and as such recognizes the need to teach and foster positive school spirit, appreciation for diversity, and character development. To that end, the staff will survey students to determine their view of the building’s climate and identify any special needs related to the emotional well-being of the students. In addition, the Snowflake program will be implemented for ALL seventh graders in February to bring information to students about positive choices and attitude. All seventh grade teachers will participate in the event and will be able to bring follow-up activities to their teams in eighth grade, thus taking advantage of looping with students. Finally, the faculty will study The Bully Free Classroom to identify strategies to impact students’ behavior and school climate. The book will provide staff with tips and strategies for creating positive classrooms, building student self-esteem, and teaching students to monitor their own behavior.

Teachers continue to see a wide variety of student needs within the classroom. In order to meet these needs, teachers must study student differences in understanding, learning modalities and interests and plan accordingly to allow for different learning rates and to structure tasks of varying complexity. We will use differentiation as our third area for focus this school year.

Staff will utilize a variety of differentiation strategies across the disciplines and receive additional training and support. Instruction in the use of NWEA data for differentiation will be provided and additional training for the administration and use of the NWEA will be given. Computerized NWEA testing (MAP) will be implemented this year for ALL grade levels and subject areas. This will help facilitate the use and interpretation of scores due to the short turn-around time in receiving testing reports and data. ALL staff will receive training in the interpretation of NWEA scores as they relate to differentiation of instruction to insure that every teacher knows how to use student data to form their teaching. Additionally, staff will receive training regarding new NWEA reports and resources that will allow them to spend more time on creating differentiated lessons and selected materials for various levels of learners.

Our reading specialist will work with our lowest readers (as identified by NWEA scores) in the 6th, 7th, and 8th grades through the use of small group pull-out classes and co-teaching in the content areas. The reading specialist will also conduct workshops for staff to train them in strategies that support reading in the content areas. This year will also include a pilot of new Pre-Algebra texts with the goal of selecting a new textbook series for all Pre-Algebra courses. These new texts can provide more up-to-date materials and strategies that include the use of technology to teach Pre-Algebra to differing ability levels. A new text will aid in our differentiation of instruction. We successfully completed a pilot of Algebra texts last year and this year teachers will begin the implementation of the new, selected text and ancillary materials.