

## 2015 School Progress Report

#### Michael M Byrne Elementary School

5329 S Oak Park Ave Chicago, IL 60638 (773)535-2170 • http://www.byrnecps.org • @ChiPubSchools

#### Level 1+ Level 1 Level 2+ Level 2

Not Enough Data

#### School Quality Rating

This school recieved a Level 1+ rating based on the CPS School Quality Rating Policy (SQRP). More information about what this rating means and how it is calculated is available at cps.edu/sqrp.

#### Accountability Status: Good Standing

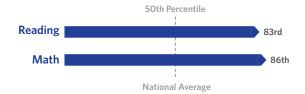
This school is in Good Standing, based on this and last year's SQRP ratings. This means that the Local School Council (LSC) will oversee this school's funding allocations, Continuous Improvement Work Plan (CIWP) and principal evaluations. More information is available at cps.edu/LSC

#### **Student Growth**



Level 3

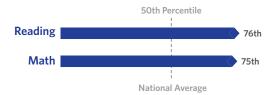
Student Growth at this school was above average, which means the change in NWEA test scores between Spring 2014 and Spring 2015 was greater at this school than at other schools nationally with the same pretest score.



#### Student Attainment



Student Attainment at this school was above average, which means NWEA test scores in Spring 2015 were higher than the national average score.



#### **School Culture & Climate**



This school is "Well-Organized for Improvement" which means that the school has a very strong culture and climate, suggesting the school is set up for success. Results are based on student and teacher responses to the My Voice, My School 5Essentials survey. For more information on this survey and additional measures of school culture and climate, visit cps.5-essentials.org/2015.



**Teacher Participation:** 99.9%

**Student Participation:** 99,9%

#### **Early Education Award**

This school does not have a preschool program.

### **Healthy Schools**





This school has not achieved Healthy School Certified Status. Moving forward, the district will no longer use the HealthierUS School Challenge to determine a school's status. To better measure a school's commitment to a safe and healthy learning environment, schools must earn four badges to become Healthy CPS beginning SY16-17. Learn more by emailing oshw@cps.edu.

#### **Creative Schools**



This school is Excelling in the arts. It meets the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Partnerships, Community & Culture, and Budget & Planning. To learn more, visit cpsarts. org/creative-schools-certification.

#### Supportive Schools



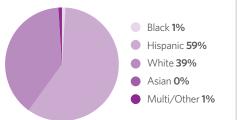
This school is in the process of being reviewed for its implementation of supports for social and emotional learning (SEL) and will receive a rating next year. For information about this new certification, visit www.cps.edu/sel.

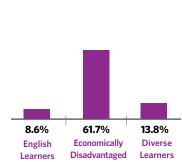
#### **School Stats**

School Type: Neighborhood

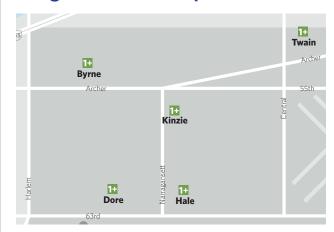
**Enrollment:** 637 **Grades Served:** K-8

#### **Demographics**





#### **Neighborhood Map**



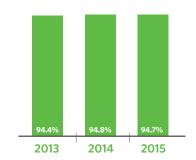
This map shows nearby schools and their SQRP ratings based on their performance in the 2014-15 school year. An interactive version of this map, the School Locator, is available at cps.edu/schools.

LEVEL 1
LEVEL 2+
LEVEL 2
LEVEL 3

LEVEL 1+

#### NOT ENOUGH DATA

#### **Attendance**



# 58% 65.2% 64.4% 2013 2014 2015

**English Learners** 

The percent of students meeting annual

growth targets

Grades 3-8 On Track

#### **Parent Survey**

School Community

NEUTRAL

**Parent-Teacher Partnership** 

NEUTRAL

Quality of Facilities

NEUTRAL

Response Rate: 30%

#### **School Connectedness**

Students' reported sense of membership in the school community on the 5Essentials survey

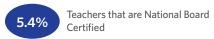


NEUTRAL

THIS YEAR

LAST YEAR

#### **Teachers**



86.8% Teachers that are returning from last year

95.1% Teacher attendance

#### **Classroom Rigor**

Students' perception of rigor in the classroom



**THIS YEAR** 

NEUTRAL

LAST YEAR

#### **Suspension Practices**

The percent of students who received one or more out-of-school suspensions



33.3%

THIS YEAR

0.9%

LAST YEAR

LAST YEAR