

MIDWEST CENTRAL MIDDLE SCHOOL

2005 – 2006 SCHOOL IMPROVEMENT PLAN

As part of the State Internal Review process and the School Improvement Planning process, the staff of Midwest Central Middle School participated in early dismissal days to analyze areas that are included in the Internal Review process: analyze test results, discipline, student achievement, attendance, school climate, staff development, and staff moral. A team of three teachers and two building administrators met in June to review last year's goals and finalize goals for the 2005-2006 School Improvement Plan. The following School Improvement Plan for 2005-2006 is the result of the conclusions reached by the teachers and the administration of Midwest Central Middle School. The School Improvement Plan is presented in four sections.

- Part I – Teaching and Learning, including an analysis of the learning environment
- Part II – Student Learning, Progress and Achievement, including analysis of the Illinois Standards Achievement Test and its impact on curriculum
- Part III – The School As A Learning Community, including analyzing the strengths and weaknesses of the current organizational structure of MCMS
- Part IV – Goals, Timeline and Budget for School Improvement for 2005-2006

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Mission Statement

The mission of Midwest Central Middle School is to meet the academic, emotional, physical, and social needs of our middle school students in a safe, positive, and multidisciplinary environment; to encourage them to be responsible and accountable in meeting the goals based on those needs; and to help prepare them to adapt to an ever changing technological society.

Building Goals

- Encourage students to be academically responsible while meeting curriculum objectives.
- Enhance career awareness through media and community resources.
- Provide all levels of learners with the opportunity to achieve success through various programs and instructional methods.
- Promote the understanding that education is the responsibility of the students, staff, and parents.
- Demonstrate how the subject areas complement one another through interdisciplinary units.
- Promote good citizenship.
- Integrate technology into all course offerings.
- Offer a diversity of extracurricular activities.
- Utilize hands-on activities so students see relevance to the real world.
- Provide a safe academic environment for student learning and growth.

PART I – TEACHING AND LEARNING

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- The Learning Environment
- Learning Processes
- Teaching/Instructional Strategies
- Student Responses

The staff and administration of Midwest Central Middle School to better understand the key elements of Teaching and Learning at our school have compiled the following information and charts.

STUDENT DEMOGRAPHICS

SCHOOL YEAR	TOTAL	MALE	FEMALE	WHITE	BLACK	AMERICAN INDIAN	ASIAN / PACIFIC	HISPANIC
00-01	283	150	133	277	2	1	2	1
01-02	311	166	145	305	2	0	2	2
02-03	313	164	149	308	1	0	1	3
03-04	290	159	131	287	1	0	1	1
04-05	297	168	129	292	2	0	2	1

Observations:

- *Student enrollment increased this past year.*

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SCHOOL CHARACTERISTICS / ACADEMIC PROGRAMS

SCHOOL YEAR	LOW INCOME	MOBILITY RATE	ATTENDANCE RATE	CHRONIC TRUANCY	ADVANCED CLASSES	TITLE I SERVICES	SPECIAL EDUCATION	PARENTAL INVOLVMENT
00-01	24.7%	23.1%	93.7%	1.7%	82	22	46	100.0%
01-02	23.5%	18.0%	93.9%	2.6%	93	22	48	100.0%
02-03	27.8%	15.6%	94.1%	0.6%	103	15	53	100.0%
03-04	31.2%	11.4%	94.1%	0.7%	85	15	49	100.0%
04-05	34.7%	12.5%	94.4%	1.0%	83	10	47	100.0%

Observations:

- Low income has risen over the past five years from 24.7% to 34.7%.
- Mobility rate showed a slight increase for the first time in five years.
- Student daily attendance rate has shown a slight increase over the past five years.
- Chronic truancy remained below one percent.
- The numbers for Special Education has decreased over the past three years.
- The numbers for Title I Service has decreased over the past five years.

STUDENT DISCIPLINARY ACTIONS

SCHOOL YEAR	DETENTIONS	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	BUS REFERRALS	EXPULSIONS	TOTAL REFERRALS
00-01	530	77	27	298	0	932
01-02	526	125	45	288	0	984
02-03	219	120	26	341	1	707
03-04	396	59	20	314	0	789
04-05	424	89	37	135	0	685

Observations:

- Serious student disciplinary actions (i.e., expulsions) have not occurred over the past two years.
- Significant drop in bus referrals from the year 2003-04 to 2004-05.
- Total referrals for discipline dropped below 700 for the first time in five years.

PART II – STUDENT LEARNING, PROGRESS, AND ACHIEVEMENT

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- Student Work
- Curriculum Design and Alignment
- Assessment Systems

The staff and administration of Midwest Central Middle School to better understand the key elements of Student Learning, Progress, and Achievement at our school have compiled the following information and charts.

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MCMS ACHIEVEMENT ON LOCAL ASSESSMENT

The yearly grade for each academic class is used as MCMS Local Assessment of the curricular areas. The Percent of Mastery is the sum of these three columns; % A's, % B's, and % C's. These three columns are coordinated with the area of Meets and Exceeds Standards at the State Level. The level of Below Standards has been coordinated with % D's and the % F's is in line with Academic Warning.

Sixth Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
00-01 Final Grade	48.4	26.8	17.1	5.0	2.7	92.3
01-02 Final Grade	43.2	26.3	19.0	7.4	4.1	88.5
02-03 Final Grade	51.6	27.5	12.7	6.3	1.9	91.8
03-04 Final Grade	49.2	25.8	12.3	8.1	4.6	87.3
04-05 Final Grade	46.3	26.9	17.3	6.6	2.9	90.5

Seventh Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
00-01 Final Grade	39.9	26.6	19.9	7.6	6.0	86.4
01-02 Final Grade	47.1	23.8	17.3	7.8	4.0	88.4
02-03 Final Grade	40.1	27.3	19.0	8.6	5.0	86.4
03-04 Final Grade	36.8	37.2	19.5	5.0	1.5	93.5
03-04 Final Grade	45.6	30.9	15.1	5.9	2.5	91.6

Eighth Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
00-01 Final Grade	52.3	26.5	14.4	5.8	1.0	93.2
01-02 Final Grade	47.4	26.7	19.1	6.0	0.7	93.2
02-03 Final Grade	48.8	26.3	15.7	6.8	2.4	90.8
03-04 Final Grade	38.1	32.5	21.5	7.0	0.9	92.1
03-04 Final Grade	41.9	30.1	19.6	7.0	1.3	91.6

Observations:

- Each Grade Level achieved 90% or better at the Mastery Level.
- The percent of students not meeting the local achievement standard is below 3% for each grade level.

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MCMS ACHIEVEMENT ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST

EIGHTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2001	2002	2003	2004	2005
MCMS	All Students	72%	66%	65.4%	61.3%	81.3%
State Average	All Students	66%	68%	67.7%	67.1%	72.8%
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 6%</i>	<i>- 2%</i>	<i>- 2.3%</i>	<i>- 5.8%</i>	<i>+ 8.5%</i>

	MATHEMATICS	2001	2002	2003	2004	2005
MCMS	All Students	56%	57%	65.1%	63.4%	53.2%
State Average	All Students	50%	52%	53.1%	54.4%	54.3%
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 6%</i>	<i>+ 5%</i>	<i>+ 12.0%</i>	<i>+ 9.0%</i>	<i>- 1.1%</i>

Observations:

- Reading had a significant increase in this year's test.
- In the area of mathematics, we fell below the State Average for the first time in five years.
- The writing assessment was dropped for the spring of 2005, but will return in the spring of 2007.

SEVENTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	SCIENCE	2001	2002	2003	2004	2005
MCMS	All Students	73%	82%	75.2%	82.2%	86.3%
State Average	All Students	72%	73%	73.7%	74.4%	74.6%
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 1%</i>	<i>+ 9%</i>	<i>+1.5%</i>	<i>+ 7.8%</i>	<i>+11.7%</i>

Observations:

- Science scores remain above the State Average for the fifth year in a row.
- The performance level for science this year reached its highest scoring in the past five years.

Detailed ISAT testing results from Spring of 2005 are reported at the end of this plan.

PART III – THE SCHOOL AS A LEARNING COMMUNITY

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- Shared Vision/Mission
- Leadership/Administration
- Organizational Structure
- Professional Development/Support for Staff
- Community Participation

Under this category of The School As A Learning Community, the MCMS staff engaged in the following activities during the 2004-2005 as part of striving to reach the building goals set in last year's School Improvement Plan.

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2004 – 2005 SCHOOL IMPROVEMENT GOALS SUMMARY REPORT

1. **Revision of current promotion/retention policy.**
 - 1.1. *Met*
 - 1.2. *Met*
 - 1.3. *Met*
2. **Continue to utilize current technology.**
 - 2.1. *Met*
 - 2.2. *Sixth Grade – Greek Round Table (note taking, research skills in library and internet, summarizing, oral presentation), inventor reports (same skills), power point in science and animal reports. Seventh Grade – biographies (note taking, research in library, internet, power point presentation, written 3 page essay and oral report, power point and research for scientist. Eighth Grade – in novels it was one project they could choose to do – research, Holocaust research, Renaissance project, and presidential election.*
3. **Investigate and develop alternative means for team planning.**
 - 3.1. *Not met – lack of team planning may have directly impacted student-teacher mentoring and parent-teacher involvement. Team planning would not fit into the master schedule due to reduction in staff and increased class size.*
 - 3.2. *Team Planning has a definite positive impact for students to meet with parents and students in a constructive atmosphere. Teams were very successful.*
 - 3.3. *Limited SILT meetings.*
4. **Create criteria for determining placement in advanced classes.**
 - 4.1. *Not met*
 - 4.2. *Not met*
 - 4.3. *Not met in all curricular areas and grade levels except for Sixth Grade Math. Mrs. Knuppel did administer a end of year test (in text) and make a teacher recommendation.*
5. **Involve parent/community participation in various school programs.**
 - 5.1. *Parents participated as presenters on Career Day and assisted in Reality Store Booths.*
 - 5.2. *The Middle School also had a community member volunteer as a tutor on a limited basis.*
 - 5.3. *A parent volunteer helped with clerical tasks for teachers.*
 - 5.4. *Parents provided supervision on field trips.*
 - 5.5. *Limited SILT meetings..*
6. **Continue to implement and evaluate methods to improve student attendance.**
 - 6.1. *Met.*
 - 6.2. *Met.*
 - 6.3. *Met.*
7. **Improve student performance on standardized assessments.**
 - 7.1. *No local assessment.*
 - 7.2. *Met.*
 - 7.3. *CD provided by ISBE was not helpful. Difficult to get to run. ISAT practice items were adequate but not accessible on-line due to our computer problems. Teachers printed tests and gave the students the hard copy to complete.*
8. **Monitor school climate issues.**
 - 8.1. *Not met – survey needs updated.*
 - 8.2. *Bullying survey and character education self-assessment not done.*
 - 8.3. *Limited SILT meetings.*
 - 8.4. *Healthy Living Fair provided through Mason County Extension will only be provided to schools outside Havana on every other year basis.*
9. **Monitor character education program.**
 - 9.1. *Met.*
 - 9.2. *Activities completed with the exception of the Healthy Lifestyles Fair. Mason County Extension will provide this on an every-other year rotation.*
 - 9.3. *Met.*

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PART IV – GOALS, TIMELINE & BUDGET FOR SCHOOL IMPROVEMENT 2005-2006

GOALS	FUNDS	ACTIVITIES & TIMELINE
1. Continue to utilize current technology	Title IID Local	<ol style="list-style-type: none"> 1. Continue to use technology within the curriculum 2. Present basic information technology skills (for example; MS Word and Power Point, internet research). 3. Investigate and implement curriculum-enhancing programs through district librarian.
2. Investigate and develop alternative means for team planning	Internal Funds	<ol style="list-style-type: none"> 1. Implement Team Planning for once a week (use the ISS supervisor if available or pay an internal sub). 2. Assess objectives met / unmet. 3. Summary report to building administration.
3. Create criteria for determining placement in advanced classes	Title V Local	<ol style="list-style-type: none"> 1. Designated committee will revise policy utilizing ED dates beginning of year. 2. Presented to the BOE (by 9/30/05). 3. Presented to parents (by parent teacher conferences 10/28/05).
4. Involved parent / community participation in various school programs	Local EFE funds	<ol style="list-style-type: none"> 1. Parents / Community Members will participate in Career Fair, Reality Store, Healthy Living Fair. 2. Continue to use volunteers in these areas; tutoring, clerical, field trip supervision, etc. 3. Include parent on Handbook Policy Committee.
5. Continue to implement and evaluate methods to improve student attendance	Regional Office of Education Local	<ol style="list-style-type: none"> 1. Adhere to R.O.E. Truancy Program (S.P.I.R.I.T.). 2. Coordinate activities and rewards for attendance incentives. 3. Continue parent notification for chronic absenteeism.
6. Improve student performance on standardized testing	Title II Local	<ol style="list-style-type: none"> 1. Use test preparation materials (such as ISBE test items). 2. Professional Development in test areas.
7. Monitor school climate issues	Local	<ol style="list-style-type: none"> 1. Survey parents on school safety and academic satisfaction via on-line survey or paper survey. 2. Survey students on school safety (bullying). 3. Survey students on character education principles (self-inventory).
8. Monitor Character Education program	Local EFE funds	<ol style="list-style-type: none"> 1. The Six Pillars of Character Education program will be introduced to 6th grade students and reviewed by 7th & 8th grade students. 2. Recognize students monthly-based pillar characteristics. 3. Continued use of school district psychologist and social worker as counselors.
9. Increase Media Center usage by utilizing the district librarian	Local	<ol style="list-style-type: none"> 1. Enhance interdisciplinary curricular units. 2. Train students to access on-line reference materials. 3. Instruct students in on-line card catalog usage.
10. Research new social science series for each grade level.	State Textbook Loan Funds Local	<ol style="list-style-type: none"> 1. Social Science department use ED to review various social science series. 2. Select and present new series to SILT & B.O.E.
11. Make more productive use of the in-school suspension	Local	<ol style="list-style-type: none"> 1. Counseling / video presentation and reflection statement 2. Adhere to ISS schedule (to include physical activity) 3. Grade level charts indicating supplemental assignments

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THE FOLLOWING PROGRAMS WILL REMAIN TO IMPROVE THE QUALITY OF EDUCATION AT MIDWEST CENTRAL MIDDLE SCHOOL

CORE SUBJECTS: Core Subjects at MCMS are English, reading, mathematics, science, social sciences, and physical development. Physical development is physical education for all sixth and eighth graders that meets every day for the academic year. Physical development is one semester of physical education and one semester of health for all seventh graders.

FINE ARTS: Fine Arts classes at MCMS include chorus and band.

TECHNOLOGY: Technology is incorporated into the core subject classes. Computer applications used are word processing, spreadsheets, making slide presentations, and Internet access.

GIFTED AND TALENTED PROGRAM: MCMS offers accelerated classes for reading in grades seven and eight. MCMS offers accelerated classes for mathematics in grades six, seven, and eight. The mathematics program offers pre-algebra for seventh graders and algebra for eighth graders.

SPECIAL EDUCATION: Resource services are offered in most core areas at MCMS. MCMS also provides a full continuum of instructional programs. Each Special Education Teacher monitors all areas of learning during study hall time.

OTHER COMMITTEES: School Improvement Leadership Team (SILT) which meets regularly, Character Education which meets at least four times throughout the year to monitor school climate, and Career Awareness which meets at least three times the first semester to plan a Career Day in January. The School Improvement Planning Committee meets bi-annually.



2005 SCHOOL ISAT Performance Profile

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The tests were developed by Illinois teachers and curriculum experts, in cooperation with the Illinois State Board of Education. A brief description of the performance levels and score range for each level is given in the following table.

ILLINOIS LEARNING STANDARDS			
Performance Level	Description	Score Range	
		Reading	Mathematics
Exceeds Standards (Level 4)	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.	173-200	185-200
Meets Standards (Level 3)	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.	152-172	162-184
Below Standards (Level 2)	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.	129-151	138-161
Academic Warning (Level 1)	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.	120-128	120-137

Chart A presents the percent of students in each performance level relative to the Illinois Learning Standards. The results include students' combined performance on multiple-choice and extended-response items and are for ALL students tested at a grade. Results for specific categories of students (e.g., Male/Female) are given on the last page.

Chart A: Student Performance Levels

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
READING				
School	1. 0%	17. 7%	74. 0%	7. 3%
District	1. 0%	17. 7%	74. 0%	7. 3%
State	0. 7%	26. 6%	61. 3%	11. 5%
MATHEMATICS				
School	5. 2%	41. 7%	41. 7%	11. 5%
District	5. 2%	41. 7%	41. 7%	11. 5%
State	5. 9%	39. 7%	37. 4%	16. 9%

The scores of all students tested with ISAT are included in this report, regardless of the date they enrolled in the school or the district.



Chart B shows the percent of multiple-choice test items answered correctly for the sets of standards within the learning area. The data reported below are for ALL students.

Chart B: Reading and Mathematics -- Multiple-Choice Results

READING		SCHOOL	DISTRICT	STATE
Comprehension	Literary Works	74%	74%	72%
	Informational Sources	65%	65%	65%
Application of Strategies	Explicit Ideas	77%	77%	74%
	Inferences from Text	67%	67%	67%
Vocabulary		66%	66%	65%
Word Analysis (grade 3 only)				
MATHEMATICS				
Estimation/Number Sense/Computation		59%	59%	61%
Algebraic Patterns/Variables		56%	56%	59%
Algebraic Relationships/Representations		61%	61%	62%
Geometric Concepts		54%	54%	58%
Geometric Relationships		60%	60%	62%
Measurement		56%	56%	58%
Data Organization/Analysis		58%	58%	59%
Probability		59%	59%	61%

The scores of all students tested with ISAT are included in this report, regardless of the date they enrolled in the school or the district.



Chart C shows how well students at this grade performed on the extended-response items in reading and mathematics. Reading requires students to answer one question for each of two reading passages. Scores are given on overall demonstration of skills. Mathematics requires students to perform two mathematical tasks, and scores are given on each of three dimensions: mathematical knowledge, strategic knowledge, and explanation. Each reading question and mathematics dimension is scored on a scale of 0 to 4, with 4 being the highest score. For each reading and mathematics item, Chart C shows the percent of responses that received a score of 0, 1, 2, 3, and 4.

Chart C: Reading and Mathematics -- Extended-Response Results

		Passage 1			Passage 2		
READING		This is the story of Edward Teach and his exploits as Blackbeard, a pirate of the Caribbean in early 1700s.			This is a story told by a man whose father struggled with illiteracy. The narrator remembers his father with love and respect.		
	Score	School	District	State	School	District	State
Description	4	1%	1%	1%	1%	1%	1%
How well the student identifies important information and uses it to interpret the text through analysis, evaluation and/or comparison, and contrast.	3	11%	11%	22%	8%	8%	22%
	2	75%	75%	66%	74%	74%	67%
	1	11%	11%	9%	16%	16%	9%
	0	1%	1%	2%	1%	1%	2%
		Task 1			Task 2		
MATHEMATICS		Students must determine the area of a deck surrounding a rectangular-shaped pool.			Students must determine how many adult tickets and student tickets were sold for a basketball game when given the cost of each type of ticket, the total number of tickets sold, and the total amount of money collected.		
	Score	School	District	State	School	District	State
Mathematical Knowledge	4	9%	9%	16%	53%	53%	45%
Knowledge of mathematical principles and concepts that results in a correct solution to a problem.	3	32%	32%	27%	6%	6%	2%
	2	40%	40%	36%	27%	27%	41%
	1	18%	18%	19%	13%	13%	10%
	0	1%	1%	2%	1%	1%	2%
Strategic Knowledge	4	14%	14%	22%	54%	54%	45%
Identification of important elements of the problem and the use of models, diagrams, symbols, and/or algorithms to systematically represent and integrate concepts.	3	21%	21%	14%	20%	20%	18%
	2	39%	39%	36%	7%	7%	14%
	1	26%	26%	26%	18%	18%	20%
	0	1%	1%	2%	1%	1%	3%
Explanation	4	47%	47%	42%	64%	64%	39%
Written explanation and rationales that translate into words the steps of the solution process and provide justification for each step. Though important, the length of the response, grammar, and syntax are not critical elements of this dimension.	3	25%	25%	25%	10%	10%	23%
	2	21%	21%	25%	15%	15%	25%
	1	6%	6%	5%	7%	7%	9%
	0	1%	1%	3%	4%	4%	5%

Chart D shows how students scored relative to national norms. If Illinois students mirrored the nation, approximately 25 percent would be in each quarter. National norms are not reported for writing. The data reported below are for **ALL** students.

Chart D: National Quarter Comparisons

	Quarter 1 (1-25%)	Quarter 2 (26-50%)	Quarter 3 (51-75%)	Quarter 4 (76-100%)
READING				
School	14%	17%	46%	24%
District	14%	17%	46%	24%
State	12%	25%	35%	28%
MATHEMATICS				
School	15%	15%	24%	47%
District	15%	15%	24%	47%
State	15%	18%	19%	48%

The scores of all students tested with ISAT are included in this report, regardless of the date they enrolled in the school or the district.



Charts E and F present the percent of student scores in each of the four performance levels relative to the Illinois Learning Standards. Separate percents are shown for ALL students and for designated subgroups.

Chart E: READING	School				District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	1.0	17.7	74.0	7.3	1.0	17.7	74.0	7.3	0.7	26.6	61.3	11.5
Female	2.6	7.9	81.6	7.9	2.6	7.9	81.6	7.9	0.3	24.7	62.1	12.8
Male	0.0	24.1	69.0	6.9	0.0	24.1	69.0	6.9	1.0	28.4	60.5	10.1
Not Indicated	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	*	*	*	*	*	*	*	*	1.3	25.0	65.9	7.8
Asian or Pacific Islander	*	*	*	*	*	*	*	*	0.1	13.0	64.6	22.2
Black, Non-Hispanic	--	--	--	--	--	--	--	--	1.6	44.8	50.3	3.4
Hispanic	--	--	--	--	--	--	--	--	0.7	39.6	55.7	4.0
White, Non-Hispanic	1.1	17.0	74.5	7.4	1.1	17.0	74.5	7.4	0.4	17.5	66.4	15.7
Multiracial/Ethnic	--	--	--	--	--	--	--	--	0.7	25.9	61.3	12.1
Not Indicated	--	--	--	--	--	--	--	--	--	--	--	--
Low Income	3.3	30.0	63.3	3.3	3.3	30.0	63.3	3.3	1.2	42.0	53.3	3.5
Not Low Income	0.0	12.1	78.8	9.1	0.0	12.1	78.8	9.1	0.3	16.8	66.3	16.5
LEP	--	--	--	--	--	--	--	--	1.9	63.1	33.5	1.5
Non-LEP	1.0	17.7	74.0	7.3	1.0	17.7	74.0	7.3	0.6	26.1	61.6	11.6
Disabled	6.3	68.8	25.0	0.0	6.3	68.8	25.0	0.0	3.8	63.8	30.7	1.7
IEP	6.3	68.8	25.0	0.0	6.3	68.8	25.0	0.0	4.0	65.1	29.5	1.4
504	--	--	--	--	--	--	--	--	0.1	23.1	67.5	9.3
Non-Disabled	0.0	7.5	83.8	8.8	0.0	7.5	83.8	8.8	0.1	19.9	66.8	13.2
Migrant	--	--	--	--	--	--	--	--	0.0	36.0	56.0	8.0
Non-Migrant	1.0	17.7	74.0	7.3	1.0	17.7	74.0	7.3	0.7	26.6	61.3	11.5
Chart F: MATHEMATICS	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	5.2	41.7	41.7	11.5	5.2	41.7	41.7	11.5	5.9	39.7	37.4	16.9
Female	0.0	52.6	36.8	10.5	0.0	52.6	36.8	10.5	4.6	40.6	38.8	16.0
Male	8.6	34.5	44.8	12.1	8.6	34.5	44.8	12.1	7.3	38.9	36.0	17.8
Not Indicated	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	*	*	*	*	*	*	*	*	6.8	42.4	33.9	16.9
Asian or Pacific Islander	*	*	*	*	*	*	*	*	1.1	16.7	40.7	41.6
Black, Non-Hispanic	--	--	--	--	--	--	--	--	14.2	61.0	21.6	3.2
Hispanic	--	--	--	--	--	--	--	--	6.6	54.1	32.7	6.6
White, Non-Hispanic	5.3	41.5	41.5	11.7	5.3	41.5	41.5	11.7	3.1	29.6	44.1	23.2
Multi-Racial/Ethnic	--	--	--	--	--	--	--	--	7.3	39.8	38.0	14.8
Not Indicated	--	--	--	--	--	--	--	--	--	--	--	--
Low Income	10.0	66.7	20.0	3.3	10.0	66.7	20.0	3.3	10.7	57.0	27.2	5.1
Not Low Income	3.0	30.3	51.5	15.2	3.0	30.3	51.5	15.2	2.9	28.7	43.9	24.5
LEP	--	--	--	--	--	--	--	--	15.7	58.3	20.7	5.3
Non-LEP	5.2	41.7	41.7	11.5	5.2	41.7	41.7	11.5	5.8	39.5	37.6	17.1
Disabled	31.3	68.8	0.0	0.0	31.3	68.8	0.0	0.0	26.5	57.1	13.7	2.7
IEP	31.3	68.8	0.0	0.0	31.3	68.8	0.0	0.0	27.3	57.6	12.9	2.2
504	--	--	--	--	--	--	--	--	3.5	43.4	36.6	16.6
Non-Disabled	0.0	36.3	50.0	13.8	0.0	36.3	50.0	13.8	2.2	36.6	41.7	19.5
Migrant	--	--	--	--	--	--	--	--	7.7	50.0	26.9	15.4
Non-Migrant	5.2	41.7	41.7	11.5	5.2	41.7	41.7	11.5	5.9	39.7	37.4	16.9

-- There are no students in this category.

* There are fewer than 10 students in this category, so no results are reported to protect their privacy.

The scores of all students tested with ISAT are included in this report, regardless of the date they enrolled in the school or the district.



2005 SCHOOL ISAT Performance Profile

ILLINOIS LEARNING STANDARDS		
Performance Level	Description	Score Range
		Science
Exceeds Standards (Level 4)	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.	175-200
Meets Standards (Level 3)	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.	151-174
Below Standards (Level 2)	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.	142-150
Academic Warning (Level 1)	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.	120-141

Chart A presents the percent of students in each performance level relative to the Illinois Learning Standards. The results are for ALL students tested at a grade. Results for specific categories of students (e.g., Male/Female) are given on the next page.

Chart A: Student Performance Levels

SCIENCE	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
School	2. 1%	11. 6%	64. 2%	22. 1%
District	2. 1%	11. 6%	64. 2%	22. 1%
State	10. 4%	15. 0%	54. 3%	20. 3%

Chart B shows the percent of multiple-choice test items answered correctly for the sets of standards within the learning area. The data reported below are for ALL students.

Chart B: Science

SCIENCE	SCHOOL	DISTRICT	STATE
Science Inquiry	72%	72%	69%
Life Sciences	75%	75%	69%
Physical Sciences	66%	66%	62%
Earth & Space Sciences	57%	57%	52%
Science, Technology & Society	71%	71%	69%

Chart C shows how students scored relative to national norms. If Illinois students mirrored the nation, approximately 25 percent would be in each quarter. The data reported below are for ALL students.

Chart C: National Quarter Comparisons

SCIENCE	Quarter 1 (1-25%)	Quarter 2 (26-50%)	Quarter 3 (51-75%)	Quarter 4 (76-100%)
School	4%	18%	22%	56%
District	4%	18%	22%	56%
State	12%	23%	20%	45%

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Chart D presents the percent of student scores in each of the four performance levels relative to the Illinois Learning Standards. Separate percents are shown for ALL students and for designated subgroups.

Chart D: SCIENCE	School				District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	2.1	11.6	64.2	22.1	2.1	11.6	64.2	22.1	10.4	15.0	54.3	20.3
Female	2.3	9.3	69.8	18.6	2.3	9.3	69.8	18.6	9.7	16.1	56.8	17.4
Male	1.9	13.5	59.6	25.0	1.9	13.5	59.6	25.0	11.1	14.0	51.9	23.0
Not Indicated	--	--	--	--	--	--	--	--	15.4	26.9	46.2	11.5
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	10.1	15.9	51.9	22.1
Asian or Pacific Islander	--	--	--	--	--	--	--	--	3.0	6.7	54.7	35.5
Black, Non-Hispanic	*	*	*	*	*	*	*	*	23.7	27.1	45.5	3.7
Hispanic	*	*	*	*	*	*	*	*	16.3	23.1	53.4	7.2
White, Non-Hispanic	2.2	10.9	64.1	22.8	2.2	10.9	64.1	22.8	4.4	8.9	57.7	29.0
Multiracial/Ethnic	--	--	--	--	--	--	--	--	7.4	12.6	61.3	18.8
Not Indicated	--	--	--	--	--	--	--	--	16.4	18.5	48.4	16.7
Low Income	0.0	12.0	72.0	16.0	0.0	12.0	72.0	16.0	19.0	23.9	50.6	6.5
Not Low Income	2.9	11.4	61.4	24.3	2.9	11.4	61.4	24.3	4.7	9.1	56.8	29.4
LEP	--	--	--	--	--	--	--	--	29.5	30.7	37.5	2.3
Non-LEP	2.1	11.6	64.2	22.1	2.1	11.6	64.2	22.1	9.9	14.6	54.8	20.8
Disabled	11.8	29.4	58.8	0.0	11.8	29.4	58.8	0.0	30.4	23.7	40.3	5.6
IEP	11.8	29.4	58.8	0.0	11.8	29.4	58.8	0.0	31.1	24.0	39.9	5.0
504	--	--	--	--	--	--	--	--	6.4	13.5	55.4	24.8
Non-Disabled	0.0	7.7	65.4	26.9	0.0	7.7	65.4	26.9	6.9	13.5	56.8	22.9
Migrant	--	--	--	--	--	--	--	--	32.0	26.7	41.3	0.0
Non-Migrant	2.1	11.6	64.2	22.1	2.1	11.6	64.2	22.1	10.4	15.0	54.3	20.3

-- There are no students in this category.

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