

Sam Rotolo Middle Sch of Batavia
Batavia USD 101
Batavia, 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.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	83.9	3.0	6.9	2.9	0.3	3.0	8.5	2.0	9.6		0.4	3.8	95.0	1,507
District	82.5	3.2	7.2	2.9	0.3	4.0	9.5	2.8	11.7		0.6	4.0	94.3	6,225
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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.

IEP Students are those students eligible to receive special education services.

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.6	18.3	19.0	14.3	325.5
State	96.2	18.2	18.2	13.3	203.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School							28.4	29.3	27.9	
District							28.4	29.3	27.9	
State							21.5	21.1	21.0	

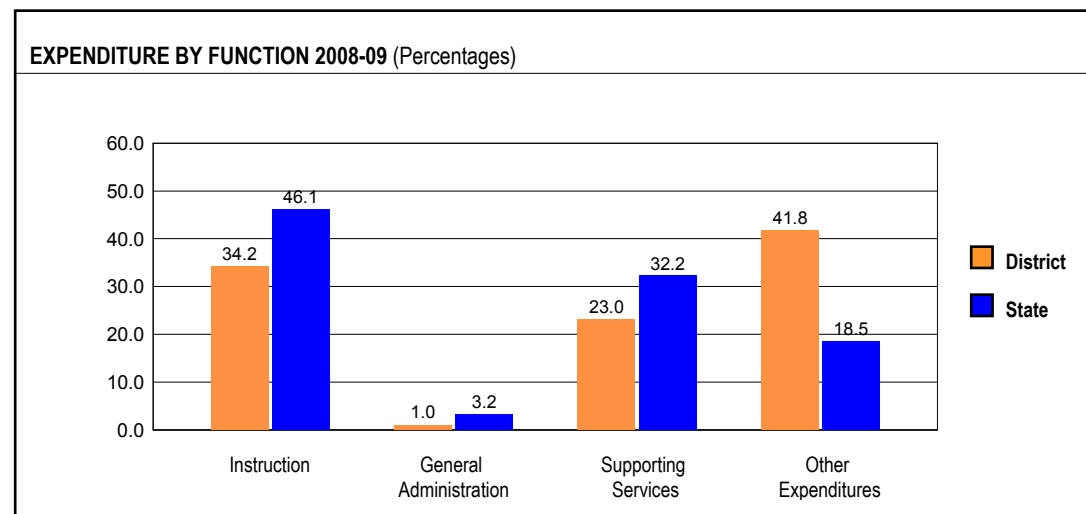
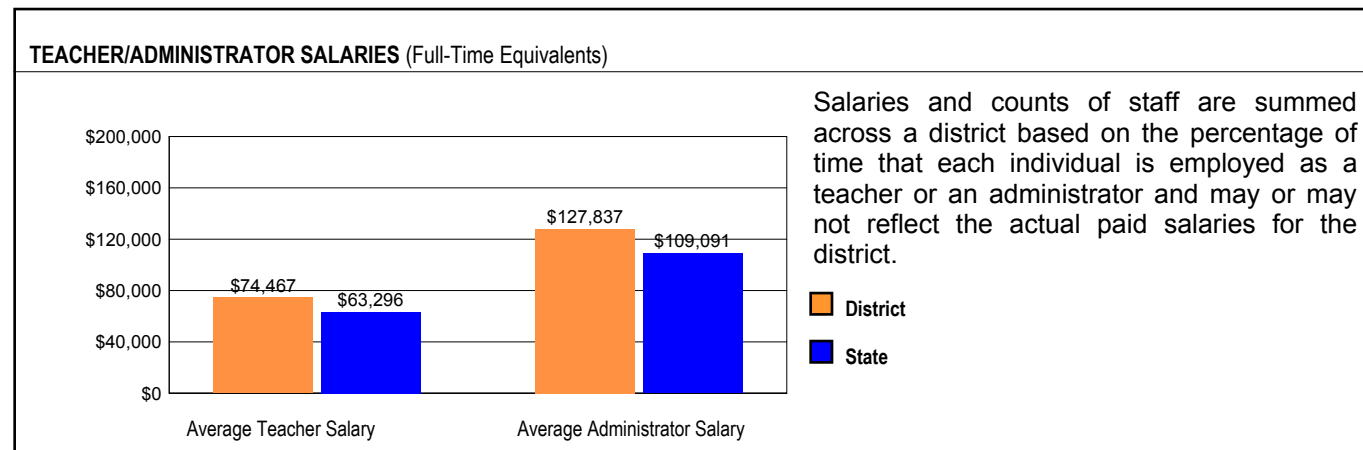
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		40	40		40	40		80	80		40	40
District		40	40		40	40		80	80		40	40
State		54	51		43	44		103	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.5	0.5	1.7	0.3	0.0	24.0	76.0	368
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	--	--	--	0.0	0.0
District	12.9	24.0	76.0	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$57,144,757	80.7	58.4	Education	\$53,642,478	48.4	69.6
Other Local Funding	\$5,338,698	7.5	6.9	Operations & Maintenance	\$6,249,911	5.6	7.9
General State Aid	\$2,514,620	3.6	14.5	Transportation	\$3,209,196	2.9	3.8
Other State Funding	\$3,141,808	4.4	8.3	Debt Service	\$12,004,310	10.8	7.0
Federal Funding	\$2,684,846	3.8	11.9	Tort	\$382,487	0.3	1.2
TOTAL	\$70,824,729			Municipal Retirement/ Social Security	\$1,290,460	1.2	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$34,153,484	30.8	7.9
				TOTAL	\$110,932,326		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$205,194	4.70	\$6,569	\$11,296
State	**	**	\$6,483	\$11,197

** 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.

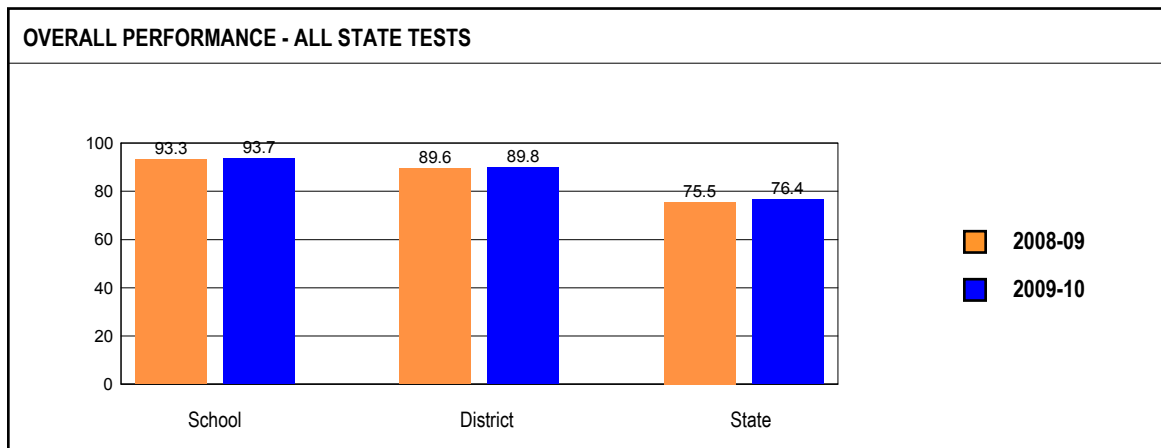
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

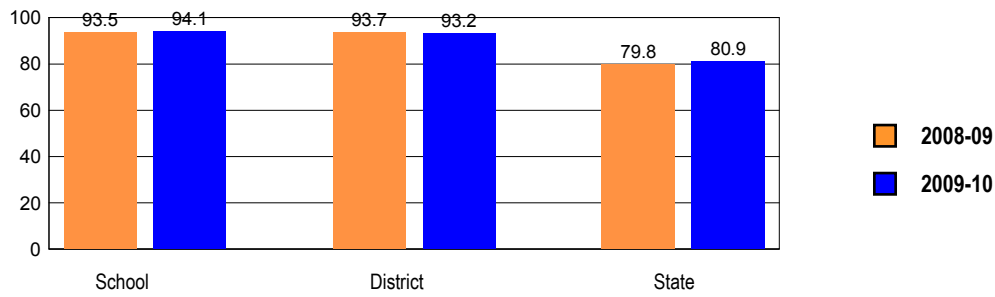
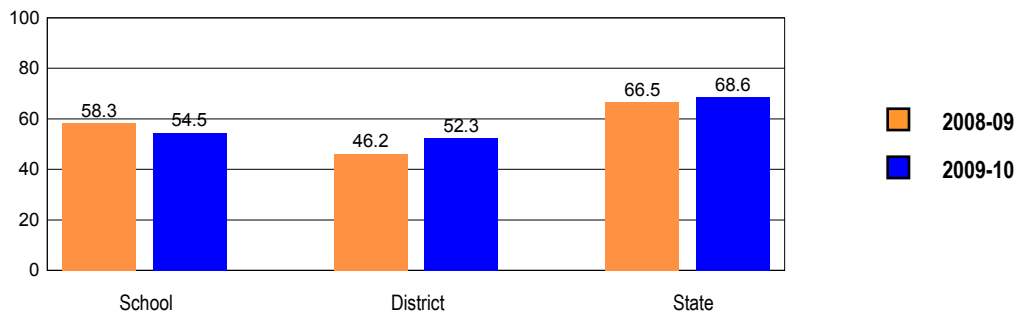
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

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. They represent your school's performance in reading, mathematics, and science.

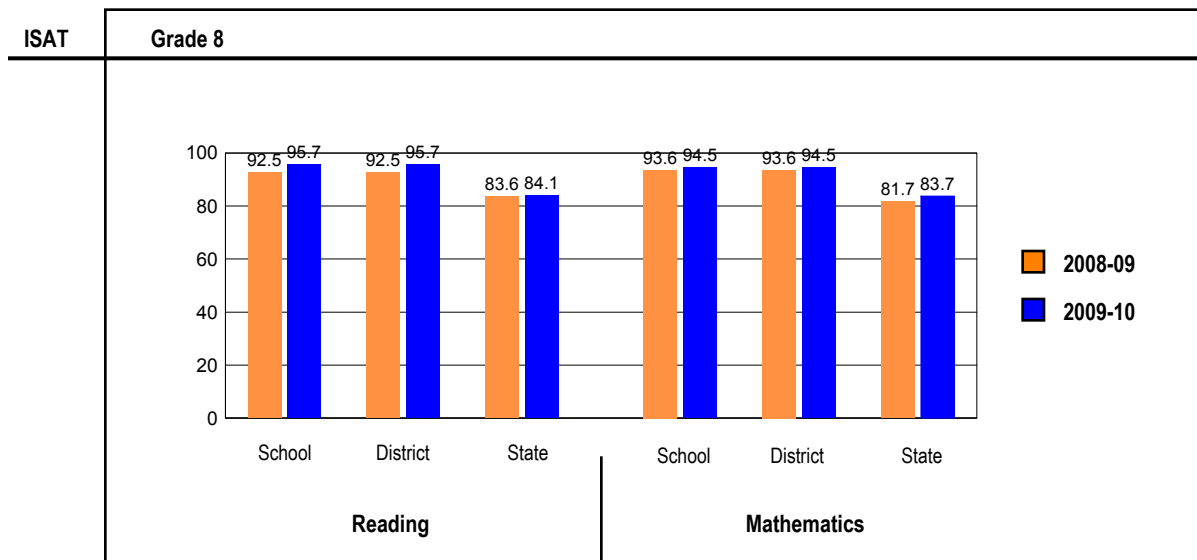
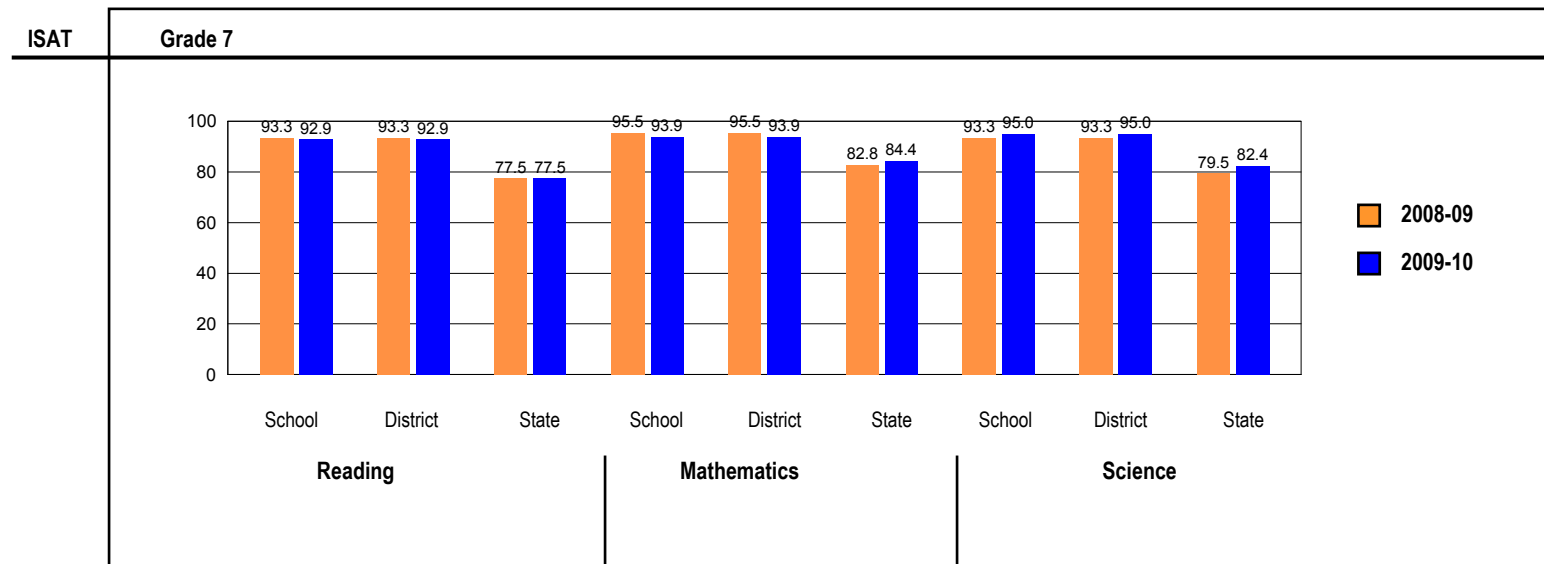
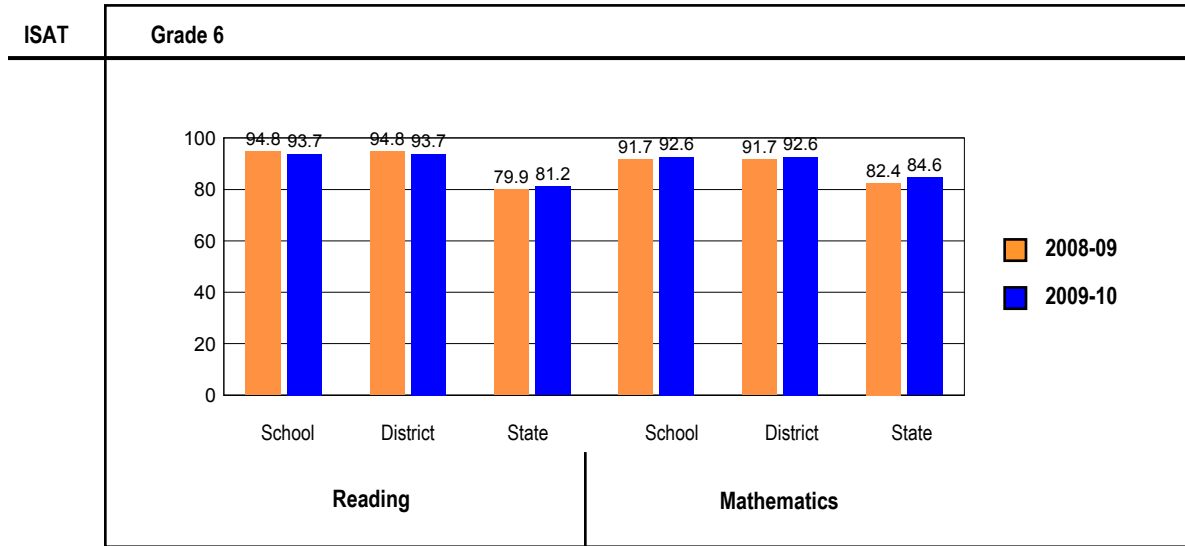


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science 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 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	1,507	763	744	1,267	43	107	44	3	43	31	0	154	126
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	3,360	1,733	1,627	2,798	96	238	105	9	114	105	0	364	303
	Reading	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
	Mathematics	0.1	0.2	0.1	0.1	0.0	0.4	0.0		1.8	0.0		0.8	0.0
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	529	261	268	453	13	35	14	0	14	12	0	53	42
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
District	*Enrollment	1,428	749	679	1,205	31	96	46	4	46	39	0	146	103
	Science	0.4	0.4	0.3	0.2	0.0	1.0	0.0		4.3	0.0		2.1	0.0
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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 6

Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	6.3	50.5	43.1	0.2	7.2	55.0	37.6
District	0.0	6.3	50.5	43.1	0.2	7.2	55.0	37.6
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.8	53.9	38.3	0.4	9.9	54.3	35.4
	District	0.0	7.8	53.9	38.3	0.4	9.9	54.3	35.4
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	School	0.0	4.8	47.0	48.3	0.0	4.3	55.7	40.0
	District	0.0	4.8	47.0	48.3	0.0	4.3	55.7	40.0
	State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.6	48.7	46.7	0.0	4.9	54.6	40.5
	District	0.0	4.6	48.7	46.7	0.0	4.9	54.6	40.5
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	School	0.0	22.2	77.8	0.0	0.0	27.8	72.2	0.0
	District	0.0	22.2	77.8	0.0	0.0	27.8	72.2	0.0
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	School	0.0	18.8	59.4	21.9	3.1	25.0	46.9	25.0
	District	0.0	18.8	59.4	21.9	3.1	25.0	46.9	25.0
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	School	0.0	5.9	52.9	41.2	0.0	11.8	47.1	41.2
	District	0.0	5.9	52.9	41.2	0.0	11.8	47.1	41.2
	State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American	School								
	District								
	State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic	School	0.0	6.7	46.7	46.7	0.0	0.0	73.3	26.7
	District	0.0	6.7	46.7	46.7	0.0	0.0	73.3	26.7
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
District	0.0	20.0	60.0	20.0	0.0	20.0	70.0	10.0
State	1.0	60.8	36.4	1.8	2.1	41.7	52.6	3.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	35.7	50.0	14.3	0.0	40.5	50.0	9.5
	District	0.0	35.7	50.0	14.3	0.0	40.5	50.0	9.5
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	School	0.0	3.5	50.6	45.9	0.2	3.9	55.5	40.4
	District	0.0	3.5	50.6	45.9	0.2	3.9	55.5	40.4
	State	0.1	13.1	57.7	29.1	0.2	10.6	62.1	27.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	27.9	55.8	16.3	2.3	25.6	69.8	2.3
	District	0.0	27.9	55.8	16.3	2.3	25.6	69.8	2.3
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	School	0.0	4.2	50.0	45.8	0.0	5.3	53.5	41.2
	District	0.0	4.2	50.0	45.8	0.0	5.3	53.5	41.2
	State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	7.1	57.3	35.7	0.6	5.5	43.0	50.9	0.8	4.2	60.1	34.9
District	0.0	7.1	57.3	35.7	0.6	5.5	43.0	50.9	0.8	4.2	60.1	34.9
State	0.3	22.3	57.8	19.6	1.6	14.1	56.2	28.2	5.4	12.2	60.4	22.0

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.6	58.5	31.9	0.8	5.8	42.1	51.4	0.4	5.4	58.3	35.9
	District	0.0	9.6	58.5	31.9	0.8	5.8	42.1	51.4	0.4	5.4	58.3	35.9
	State	0.4	26.1	56.7	16.9	2.0	15.1	54.2	28.8	6.3	12.1	57.3	24.4
Female	School	0.0	4.5	56.1	39.4	0.4	5.3	43.9	50.4	1.1	3.0	61.9	34.0
	District	0.0	4.5	56.1	39.4	0.4	5.3	43.9	50.4	1.1	3.0	61.9	34.0
	State	0.1	18.3	59.1	22.5	1.2	13.0	58.2	27.6	4.5	12.3	63.6	19.6

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	5.6	57.2	37.2	0.4	4.7	41.4	53.5	0.7	3.1	58.0	38.2
	District	0.0	5.6	57.2	37.2	0.4	4.7	41.4	53.5	0.7	3.1	58.0	38.2
	State	0.1	14.2	59.0	26.7	0.8	8.4	53.9	36.9	2.5	6.3	59.2	32.0
Black	School	0.0	23.1	38.5	38.5	7.7	7.7	53.8	30.8	0.0	7.7	76.9	15.4
	District	0.0	23.1	38.5	38.5	7.7	7.7	53.8	30.8	0.0	7.7	76.9	15.4
	State	0.6	37.5	54.2	7.6	3.8	27.7	57.9	10.6	12.0	23.5	59.1	5.4
Hispanic	School	0.0	14.7	73.5	11.8	0.0	12.1	66.7	21.2	2.9	11.4	77.1	8.6
	District	0.0	14.7	73.5	11.8	0.0	12.1	66.7	21.2	2.9	11.4	77.1	8.6
	State	0.4	32.1	58.9	8.5	1.8	18.3	63.9	16.0	7.8	18.7	65.3	8.2
Asian/Pacific Islander	School	0.0	14.3	42.9	42.9	0.0	14.3	28.6	57.1	0.0	14.3	50.0	35.7
	District	0.0	14.3	42.9	42.9	0.0	14.3	28.6	57.1	0.0	14.3	50.0	35.7
	State	0.1	8.4	53.8	37.8	0.5	4.3	38.0	57.2	2.3	4.5	55.4	37.8
Native American	School												
	District												
	State	0.0	24.8	58.9	16.2	2.0	13.6	60.9	23.5	7.6	10.0	58.5	23.9
Multiracial/Ethnic	School	0.0	14.3	50.0	35.7	0.0	7.1	42.9	50.0	0.0	7.1	78.6	14.3
	District	0.0	14.3	50.0	35.7	0.0	7.1	42.9	50.0	0.0	7.1	78.6	14.3
	State	0.2	21.6	57.7	20.4	1.4	14.0	58.0	26.6	4.7	11.6	63.4	20.4

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	58.3	41.7	0.0	0.0	36.4	63.6	0.0	0.0	41.7	58.3	0.0
District	0.0	58.3	41.7	0.0	0.0	36.4	63.6	0.0	0.0	41.7	58.3	0.0
State	1.3	69.0	28.6	1.1	5.4	39.4	50.8	4.4	22.6	35.2	40.8	1.5

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	40.0	52.0	8.0	6.1	26.5	51.0	16.3	2.0	18.0	66.0	14.0
	District	0.0	40.0	52.0	8.0	6.1	26.5	51.0	16.3	2.0	18.0	66.0	14.0
	State	1.6	60.9	34.3	3.3	8.4	41.5	44.0	6.1	19.4	26.5	47.9	6.2
Non-IEP	School	0.0	3.6	57.8	38.6	0.0	3.4	42.2	54.4	0.6	2.7	59.5	37.1
	District	0.0	3.6	57.8	38.6	0.0	3.4	42.2	54.4	0.6	2.7	59.5	37.1
	State	0.1	16.5	61.4	22.1	0.6	10.0	58.0	31.5	3.4	10.0	62.2	24.4

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	28.6	61.9	9.5	0.0	26.2	59.5	14.3	2.4	22.0	61.0	14.6
	District	0.0	28.6	61.9	9.5	0.0	26.2	59.5	14.3	2.4	22.0	61.0	14.6
	State	0.5	34.1	57.0	8.3	2.7	21.9	61.4	14.0	9.1	19.5	62.6	8.8
Not Eligible	School	0.0	5.2	56.8	38.0	0.6	3.7	41.6	54.1	0.6	2.7	60.0	36.6
	District	0.0	5.2	56.8	38.0	0.6	3.7	41.6	54.1	0.6	2.7	60.0	36.6
	State	0.1	11.7	58.6	29.6	0.6	7.1	51.5	40.8	2.2	5.7	58.4	33.7

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.2	4.1	76.5	19.2	0.2	5.3	44.2	50.3
District	0.2	4.1	76.5	19.2	0.2	5.3	44.2	50.3
State	0.2	15.7	72.4	11.7	0.6	15.7	53.0	30.7

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.4	5.6	79.3	14.7	0.4	8.7	38.5	52.4
	District	0.4	5.6	79.3	14.7	0.4	8.7	38.5	52.4
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	2.5	73.6	23.8	0.0	1.7	50.2	48.1
	District	0.0	2.5	73.6	23.8	0.0	1.7	50.2	48.1
	State	0.1	12.2	74.6	13.1	0.5	13.7	54.8	31.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	2.2	77.4	20.4	0.0	3.1	43.1	53.8
	District	0.0	2.2	77.4	20.4	0.0	3.1	43.1	53.8
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School	0.0	16.7	83.3	0.0	0.0	16.7	83.3	0.0
	District	0.0	16.7	83.3	0.0	0.0	16.7	83.3	0.0
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School	0.0	21.1	71.1	7.9	2.6	21.1	60.5	15.8
	District	0.0	21.1	71.1	7.9	2.6	21.1	60.5	15.8
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School	7.7	7.7	53.8	30.8	0.0	15.4	7.7	76.9
	District	7.7	7.7	53.8	30.8	0.0	15.4	7.7	76.9
	State	0.1	6.6	66.2	27.2	0.2	5.1	33.5	61.3
Native American	School								
	District								
	State	0.0	13.9	73.9	12.2	0.3	13.2	60.2	26.3
Multiracial/Ethnic	School	0.0	0.0	76.9	23.1	0.0	7.7	30.8	61.5
	District	0.0	0.0	76.9	23.1	0.0	7.7	30.8	61.5
	State	0.2	13.6	73.0	13.2	0.6	15.1	53.2	31.2

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	21.3	68.1	10.6	2.1	29.8	44.7	23.4
	District	0.0	21.3	68.1	10.6	2.1	29.8	44.7	23.4
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.2	2.3	77.4	20.1	0.0	2.7	44.1	53.2
	District	0.2	2.3	77.4	20.1	0.0	2.7	44.1	53.2
	State	0.1	10.2	76.5	13.2	0.2	10.6	54.8	34.4

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	2.6	18.4	78.9	0.0	2.6	18.4	60.5	18.4
	District	2.6	18.4	78.9	0.0	2.6	18.4	60.5	18.4
	State	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
Not Eligible	School	0.0	2.9	76.3	20.8	0.0	4.2	42.8	53.0
	District	0.0	2.9	76.3	20.8	0.0	4.2	42.8	53.0
	State	0.1	8.1	74.0	17.8	0.3	8.3	48.6	42.8

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	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		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	94.0		Yes	93.6		Yes	95.0	Yes		
White	100.0	Yes	100.0	Yes	95.6		Yes	95.3		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	82.0		Yes	80.8		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	66.9	73.8	No	65.3	72.9	No	93.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.9		Yes	75.6		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

By the end of the 2011-2012 school year, the percentage of students meeting or exceeding state standards on the writing ISAT will have increased from 82% - 90%

Strategies/Activities:

- Students will be able to utilize the Six Traits of Writing for both self and peer-assessment
- Students will be able to employ writing mechanics at appropriate grade level expectations in varied writing tasks across the content areas.
- Students will be able to articulate growth goals for writing based on teacher feedback and assessment performance.
- Students will be able to meet or exceed grade level expectations in narrative and persuasive writing through both timed and process writing strategies
- Develop a writing framework on which to base the teaching of writing
- Implement training on the Six Traits of Writing for Language Arts teachers
- Implement training on the Six Traits of writing of all other teachers
- Establish a cross-curricular Core Writing Skills Matrix
- Develop and continually review local writing assessments at each grade level to inform instruction and measure growth.

Update/Actions:

- New SIP Goal will need to be put in place, given ISBE's discontinuation of the ISAT Writing assessments; our need to develop building writing assessments becomes more critical now, in order to make possible the collection of data
- A 6-12 Writing Framework is in development (near completion). An 8-member multidisciplinary committee consisting of both RMS and BHS teacher met for approximately 15 hours this past summer, and will continue to work through the school year to complete the Framework. Plans to articulate the Framework with K-5 Being a Writer program are also in place.
- One sixth grade team is piloting the above "Being a Writer" program.
- Lisa Rios and Daven Carlson attended a Six Traits Coachs' workshop on 10/20. With training provided there, they intend to provide three-tiered training (primarily through Flex sessions, but also through Exploratory Team meetings and/or all-faculty meeting) to familiarize and/or deepen staff understanding of the Six Traits approach to writing.
- Initial articulation with 6-8 Language Arts teachers regarding writing assessments has begun.
- The need to develop local writing assessments is critical, given our lack of other data points to chart writing growth

By utilizing and implementing the PBIS model, RMS will realize a 10% decrease in student referral data for identified building areas when comparing June 2010 with June 2011 data.

Strategies/Activities:

- Students will participate in PBIS student kick-off.

- Students will participate in recognition activities.
- Student will be taught “Cool Tools” lessons.
- Will identify RMS “Green Team”
- PBIS team meets monthly to plan, develop, and begin implementation.
- Train RMS staff in the PBIS model and introduce implementation plan.
- Identify PBIS focus areas
- Create acknowledgement system, define infraction definition, and create office referral system based in Power School.
- Create and develop behavior matrix and post materials in hallways
- Develop PBIS Parent information resource
- Staff implements, with fidelity, positive acknowledgement system in all identified areas of the building and teach related “Cool tools” lessons to students
- RMS staff will teach expectations of respect, responsibility and safety
- Parent information link will allow parent access to information relating to PBIS activities and progress.
- A parent satisfaction survey will be distributed regarding several of school satisfaction, specifically regarding school discipline.
- Parents will provide input and suggestions at monthly Parent Advisory Council meetings.
-

Actions/Update:

- Green Team Identified Spring 2009
- Monthly meetings planned with agendas
- Training occurred at faculty meetings 2009-2010 school year.
- 2009 data used to identify hallway/stairs, cafeteria/recess.
- 2009 acknowledgement matrix developed.
- Teacher/Office T-chart Developed
- 2009 Created behavior matrix 2010 behavior matrix refined
- Posted PBIS information on website
- February 2010-Two Green team members presented hallway Cool Tool
- Discussion with PAC membes regarding implementation of PBIS
- PBIS Informational letter given to RMS Guest Teachers explaining PBIS and behavior matrix
- Monthly-FLAVOR ICE and Popcorn lunch acknowledgements
- BARK IT Market open 7:40-8:00 every two weeks.
- August 2010 hall/stairs and café lessons taught by RMS Advisory teachers
- 2010 School Year Review of PBIS and Active Supervision training
- Implemented “Give 5 Fridays” staff acknowledge at least 5 students