

**Stephen Mack Middle School**  
**Rockton SD 140**  
**Rockton, 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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	91.3	3.3	2.0	1.3	0.4	1.7	14.0	0.6		0.0	10.1	96.2	543
<b>District</b>	90.7	2.6	2.8	2.1	0.1	1.7	12.8	0.6		0.0	9.2	96.2	1,562
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**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
<b>School</b>	99.4
<b>District</b>	99.1
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	17.6		14.2	312.4
<b>State</b>	18.3		13.5	211.6

\* 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
<b>School</b>							20.8	22.5	25.3	
<b>District</b>							20.8	22.5	25.3	
<b>State</b>							22.2	21.6	21.5	

**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
<b>School</b>		43	43		43	43		86	86		43	43
<b>District</b>		43	43		43	43		86	86		43	43
<b>State</b>		54	51		43	44		104	93		43	44

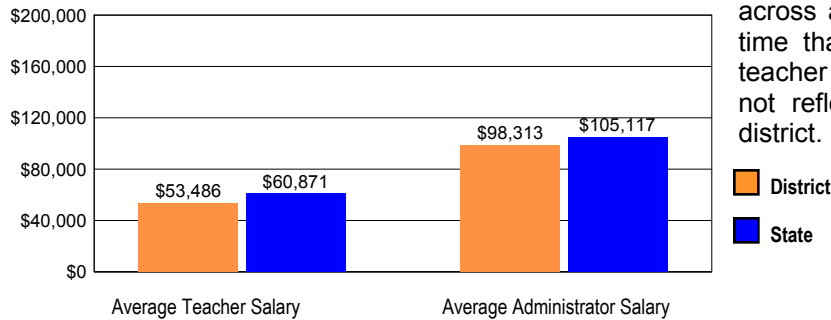
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.0	0.0	0.0	1.0	0.0	12.9	87.1	101
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	12.5	34.8	65.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

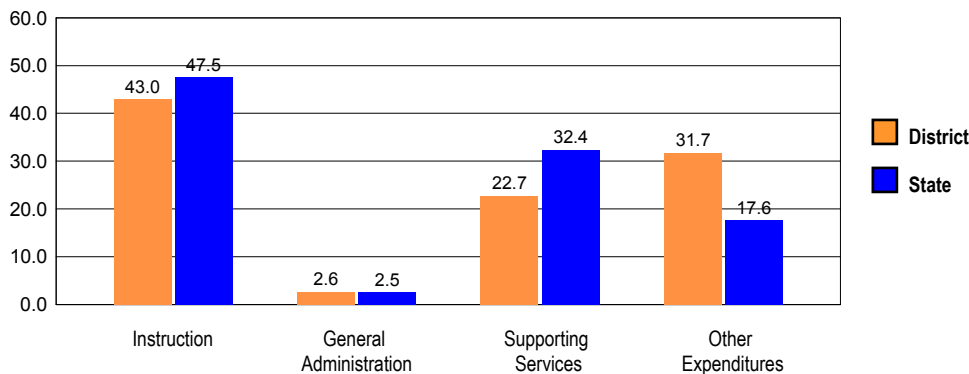
## SCHOOL DISTRICT FINANCES

### 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 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$6,644,574	49.4	57.6	Education	\$8,871,412	60.4	72.6
Other Local Funding	\$1,909,451	14.2	7.3	Operations & Maintenance	\$3,623,078	24.7	8.5
General State Aid	\$3,487,895	25.9	18.1	Transportation	\$578,167	3.9	3.9
Other State Funding	\$1,216,894	9.0	9.7	Bond and Interest	\$1,003,662	6.8	6.7
Federal Funding	\$199,331	1.5	7.3	Rent	\$0	0.0	0.0
TOTAL	\$13,458,145			Municipal Retirement/ Social Security	\$284,904	1.9	1.8
				Fire Prevention & Safety	\$332,541	2.3	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$14,693,764		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$123,873	3.45	\$4,362	\$7,025
State	**	**	\$5,808	\$9,907

\*\* 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.

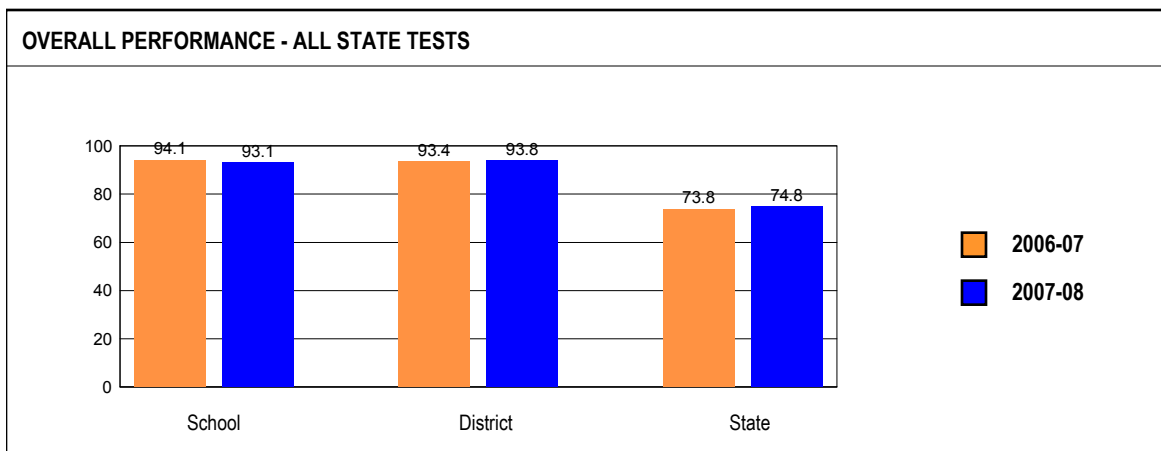
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

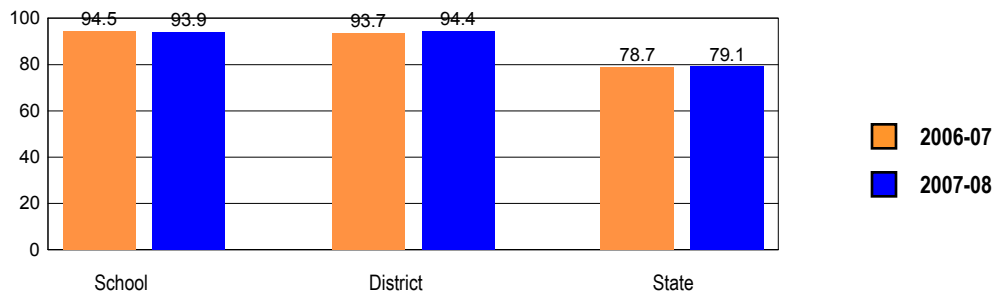
### OVERALL STUDENT PERFORMANCE

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.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



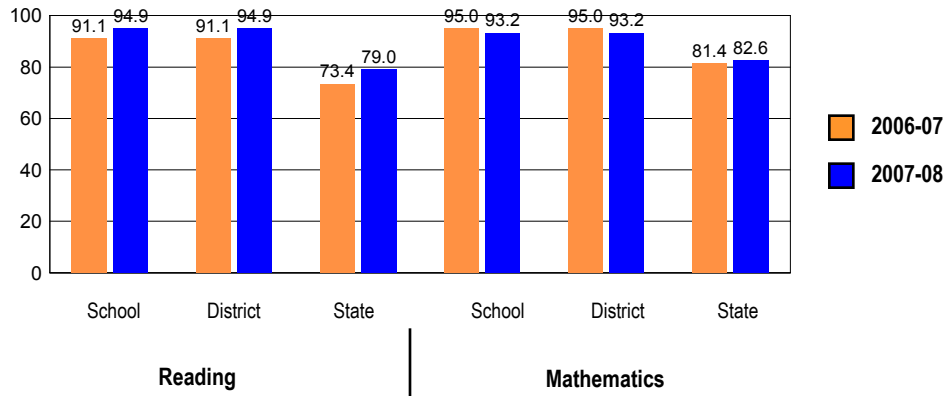
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



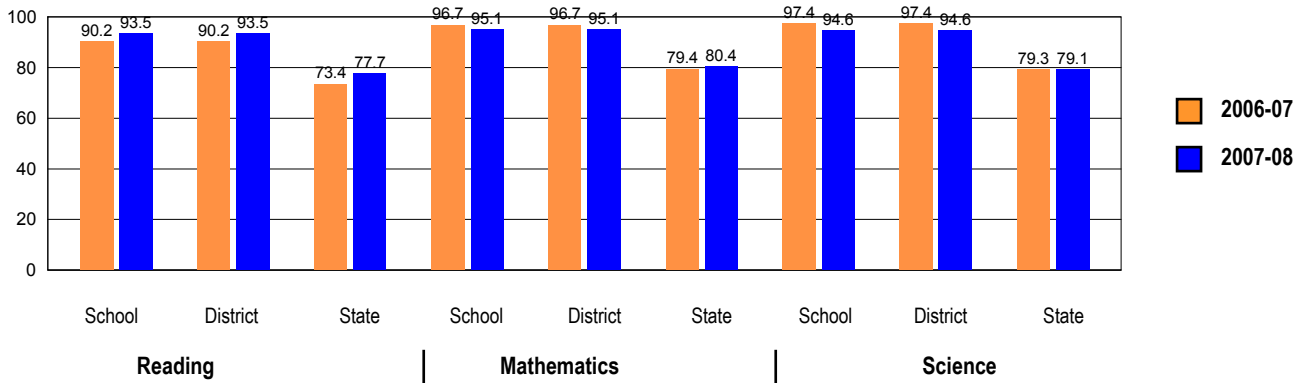
**ISAT PERFORMANCE**

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.

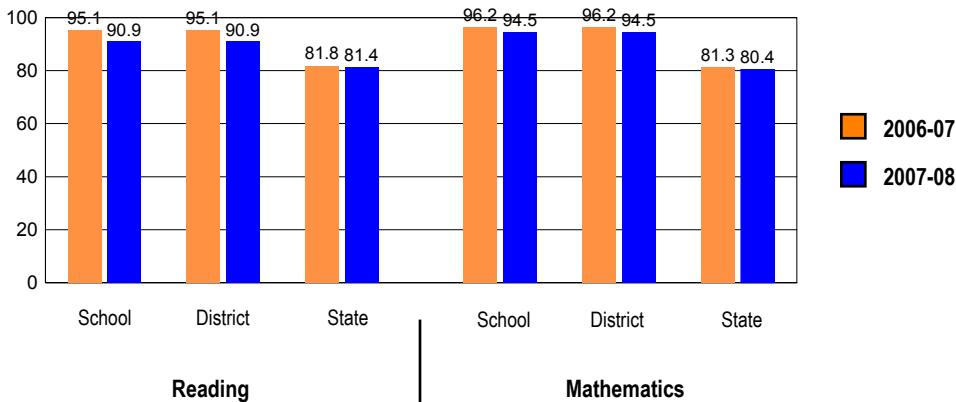
**ISAT Grade 6**



**ISAT Grade 7**



**ISAT Grade 8**



## 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	540	248	292	493	17	12	7	2	9	3		71	63
	Reading	0.7	1.2	0.3	0.6	0.0	8.3						1.4	0.0
	Mathematics	0.7	1.2	0.3	0.6	0.0	8.3						1.4	0.0
District	*Enrollment	1,039	501	538	952	25	27	19	2	14	5		144	129
	Reading	0.4	0.6	0.2	0.3	0.0	3.7	0.0		0.0			0.7	0.0
	Mathematics	0.4	0.6	0.2	0.3	0.0	3.7	0.0		0.0			0.7	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	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	187	88	99	175	4	3	1	1	3	1		20	23
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	346	168	178	322	8	6	4	1	5	1		44	46
	Science	0.0	0.0	0.0	0.0								0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

\* 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	5.1	48.0	46.9	0.0	6.8	67.2	26.0
District	0.0	5.1	48.0	46.9	0.0	6.8	67.2	26.0
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.5	51.3	41.3	0.0	5.0	67.5	27.5
	District	0.0	7.5	51.3	41.3	0.0	5.0	67.5	27.5
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	3.1	45.4	51.5	0.0	8.2	67.0	24.7
	District	0.0	3.1	45.4	51.5	0.0	8.2	67.0	24.7
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.3	46.9	48.8	0.0	6.2	66.7	27.2
	District	0.0	4.3	46.9	48.8	0.0	6.2	66.7	27.2
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School								
	District								
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School								
	District								
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School								
	District								
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District								
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

**Grade 6 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	19.0	66.7	14.3	0.0	28.6	57.1	14.3
	District	0.0	19.0	66.7	14.3	0.0	28.6	57.1	14.3
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	3.2	45.5	51.3	0.0	3.8	68.6	27.6
	District	0.0	3.2	45.5	51.3	0.0	3.8	68.6	27.6
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

**Grade 6 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	23.5	64.7	11.8	0.0	17.6	70.6	11.8
	District	0.0	23.5	64.7	11.8	0.0	17.6	70.6	11.8
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	3.1	46.3	50.6	0.0	5.6	66.9	27.5
	District	0.0	3.1	46.3	50.6	0.0	5.6	66.9	27.5
	State	0.1	10.9	52.3	36.7	0.2	8.4	61.7	29.7

**Grade 7****Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	6.5	52.4	41.1	0.0	4.9	49.7	45.4	0.0	5.4	47.6	47.0
	District	0.0	6.5	52.4	41.1	0.0	4.9	49.7	45.4	0.0	5.4	47.6	47.0
	State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

**Grade 7 - Gender**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	10.3	62.1	27.6	0.0	6.9	46.0	47.1	0.0	2.3	48.3	49.4
	District	0.0	10.3	62.1	27.6	0.0	6.9	46.0	47.1	0.0	2.3	48.3	49.4
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	3.1	43.9	53.1	0.0	3.1	53.1	43.9	0.0	8.2	46.9	44.9
	District	0.0	3.1	43.9	53.1	0.0	3.1	53.1	43.9	0.0	8.2	46.9	44.9
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5



**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	6.4	51.4	42.2	0.0	4.0	48.6	47.4	0.0	4.6	46.2	49.1
	District	0.0	6.4	51.4	42.2	0.0	4.0	48.6	47.4	0.0	4.6	46.2	49.1
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School												
	District												
	State	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
Hispanic	School												
	District												
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School												
	District												
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School												
	District												
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1

**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	33.3	61.1	5.6	0.0	16.7	66.7	16.7	0.0	11.1	72.2	16.7
	District	0.0	33.3	61.1	5.6	0.0	16.7	66.7	16.7	0.0	11.1	72.2	16.7
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	3.6	51.5	44.9	0.0	3.6	47.9	48.5	0.0	4.8	44.9	50.3
	District	0.0	3.6	51.5	44.9	0.0	3.6	47.9	48.5	0.0	4.8	44.9	50.3
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

**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	17.4	60.9	21.7	0.0	26.1	52.2	21.7	0.0	21.7	56.5	21.7
	District	0.0	17.4	60.9	21.7	0.0	26.1	52.2	21.7	0.0	21.7	56.5	21.7
	State	0.9	33.8	57.5	7.7	3.1	28.5	57.0	11.4	11.3	23.7	56.7	8.2
Not Eligible	School	0.0	4.9	51.2	43.8	0.0	1.9	49.4	48.8	0.0	3.1	46.3	50.6
	District	0.0	4.9	51.2	43.8	0.0	1.9	49.4	48.8	0.0	3.1	46.3	50.6
	State	0.2	12.8	60.3	26.7	0.8	9.8	52.6	36.8	2.7	7.6	55.1	34.6

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.1	69.1	21.8	0.0	5.5	43.0	51.5
District	0.0	9.1	69.1	21.8	0.0	5.5	43.0	51.5
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

**Grade 8 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	13.7	64.4	21.9	0.0	5.5	42.5	52.1
	District	0.0	13.7	64.4	21.9	0.0	5.5	42.5	52.1
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	5.4	72.8	21.7	0.0	5.4	43.5	51.1
	District	0.0	5.4	72.8	21.7	0.0	5.4	43.5	51.1
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	7.4	70.3	22.3	0.0	3.4	43.2	53.4
	District	0.0	7.4	70.3	22.3	0.0	3.4	43.2	53.4
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District								
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School								
	District								
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School								
	District								
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District								
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	45.5	50.0	4.5	0.0	27.3	63.6	9.1
	District	0.0	45.5	50.0	4.5	0.0	27.3	63.6	9.1
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	3.5	72.0	24.5	0.0	2.1	39.9	58.0
	District	0.0	3.5	72.0	24.5	0.0	2.1	39.9	58.0
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	14.3	76.2	9.5	0.0	4.8	57.1	38.1
	District	0.0	14.3	76.2	9.5	0.0	4.8	57.1	38.1
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	0.0	8.3	68.1	23.6	0.0	5.6	41.0	53.5
	District	0.0	8.3	68.1	23.6	0.0	5.6	41.0	53.5
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

## 2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 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
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
<b>All</b>	99.3	Yes	99.3	Yes	92.3		Yes	94.6		Yes	96.2	Yes		
<b>White</b>	99.4	Yes	99.4	Yes	93.2		Yes	95.7		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	98.6	Yes	98.6	Yes	59.7		Yes	75.8		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	76.5		Yes	84.3		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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% 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.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

As evidenced by our ISAT results, Stephen Mack Middle School is a school that prides itself with high academic expectations.

In an effort to continually strive for improvement, teachers meet daily as grade level teams and quarterly as content-area teams to make the best academic and social/emotional decisions for all students. Frequent assessment and analysis of the assessment data informs teachers of student learning. Assessments at SMMS include ISAT, Measures of Academic Progress (MAP), classroom tests/quizzes, observations, and projects.

Our 2008-2009 school improvement plan focuses on two cornerstones in education – reading/writing across the curriculum and creating a positive school climate.

A student that is competent in his/her own reading and writing abilities will not only experience success in the classroom but also beyond. Learning experiences that include modeling and consistent practice of technical reading and writing in all content areas are keys to competency. Teachers will be provided with staff development opportunities to incorporate best practices in reading and writing. Documentation of our standards-based curriculum will see an increase in reading and writing instructional strategies/activities. This endeavor must be shared by all educators in our building to be successful. Key indicators of improvement from ISAT include an increase in the number of students meeting and exceeding in the overall categories of reading, writing, math and science. A particular focus is given to the extended reading response and math extended responses, sub-areas of the ISAT.

As educators, we know that learning does not take place unless a student feels safe and connected to his/her school. Our Class Act program increases students' abilities to identify and modify bullying behaviors while applying intervention strategies. This is accomplished through monthly lessons, assemblies, peer mediation, public acknowledgement of positive behaviors, and close monitoring of all student discipline. Key indicators of improvement include survey results and a decrease in the number of discipline incidents from the prior school year.

Other critical supports of our school improvement plan:

- Articulation of our school improvement goals with our elementary staff and the Hononegah High School staff to ensure vertical curriculum alignment
- Encouraged support from our families
- Offering a continuum of services (special education to advanced placement)
- Personnel resources – social workers/counselors, curriculum coordinator, school resource officer