

**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.

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
<b>School</b>	91.0	2.8	1.9	2.2	0.2	1.9	18.9	0.2	13.5		0.0	5.1	95.5	534
<b>District</b>	88.9	2.8	3.6	2.2	0.1	2.4	20.4	1.3	12.7		0.0	6.1	95.7	1,566
<b>State</b>	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
<b>School</b>	95.0	--	--	--	--
<b>District</b>	97.4	17.3		13.7	261.2
<b>State</b>	96.2	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
<b>School</b>							21.3	21.9	25.7	
<b>District</b>							21.3	21.9	25.7	
<b>State</b>							21.5	21.1	21.0	

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

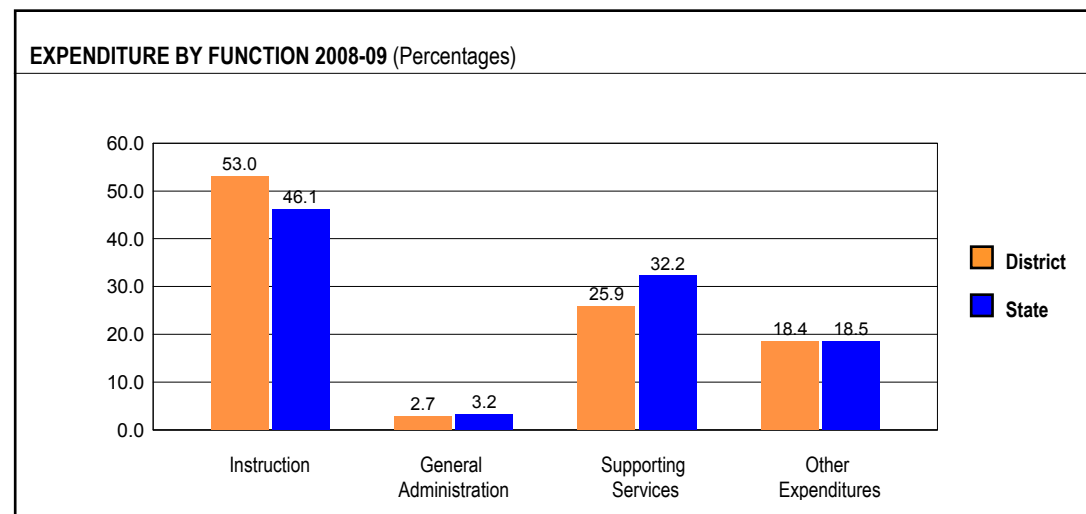
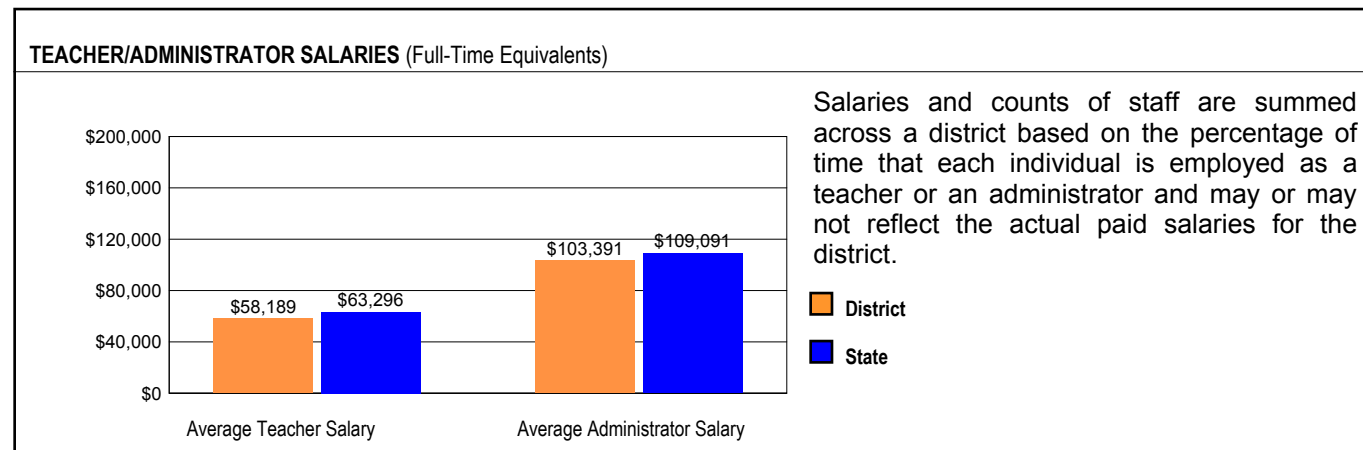
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		43	43		43	43		86	86		43	43
<b>District</b>		43	43		43	43		86	86		43	43
<b>State</b>		54	51		43	44		103	93		43	44

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	18.6	81.4	102
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	12.2	32.2	67.8	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	\$7,268,230	51.6	58.4	Education	\$11,023,846	73.4	69.6
Other Local Funding	\$1,342,359	9.5	6.9	Operations & Maintenance	\$1,575,032	10.5	7.9
General State Aid	\$3,218,454	22.9	14.5	Transportation	\$678,396	4.5	3.8
Other State Funding	\$1,011,263	7.2	8.3	Debt Service	\$1,073,354	7.1	7.0
Federal Funding	\$1,235,335	8.8	11.9	Tort	\$94,407	0.6	1.2
TOTAL	\$14,075,641			Municipal Retirement/ Social Security	\$351,096	2.3	1.8
				Fire Prevention & Safety	\$224,127	1.5	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				TOTAL	\$15,020,258		

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	\$145,061	3.37	\$5,195	\$8,091
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.

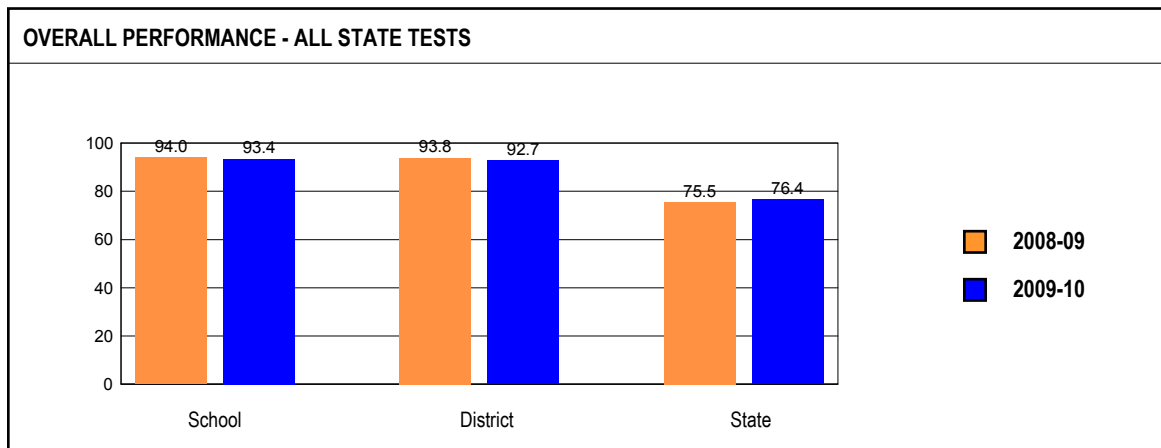
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

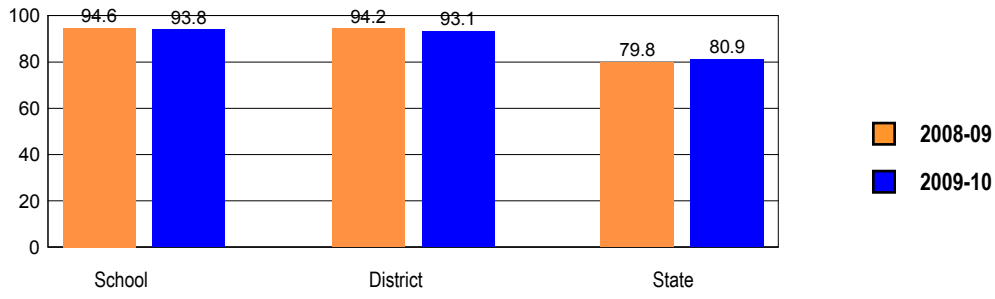
## ACADEMIC PERFORMANCE

### 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.

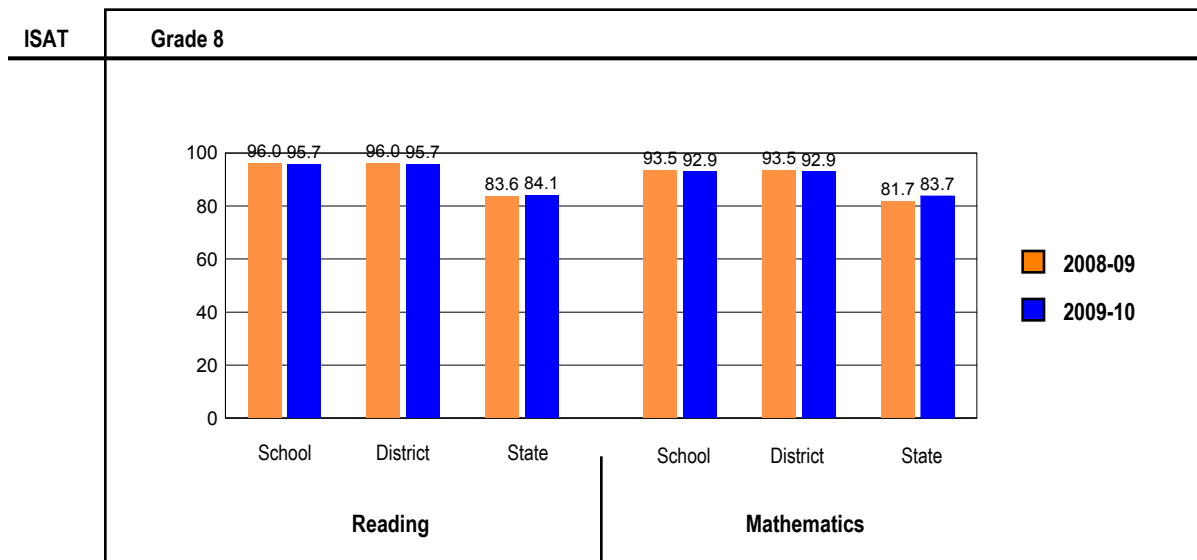
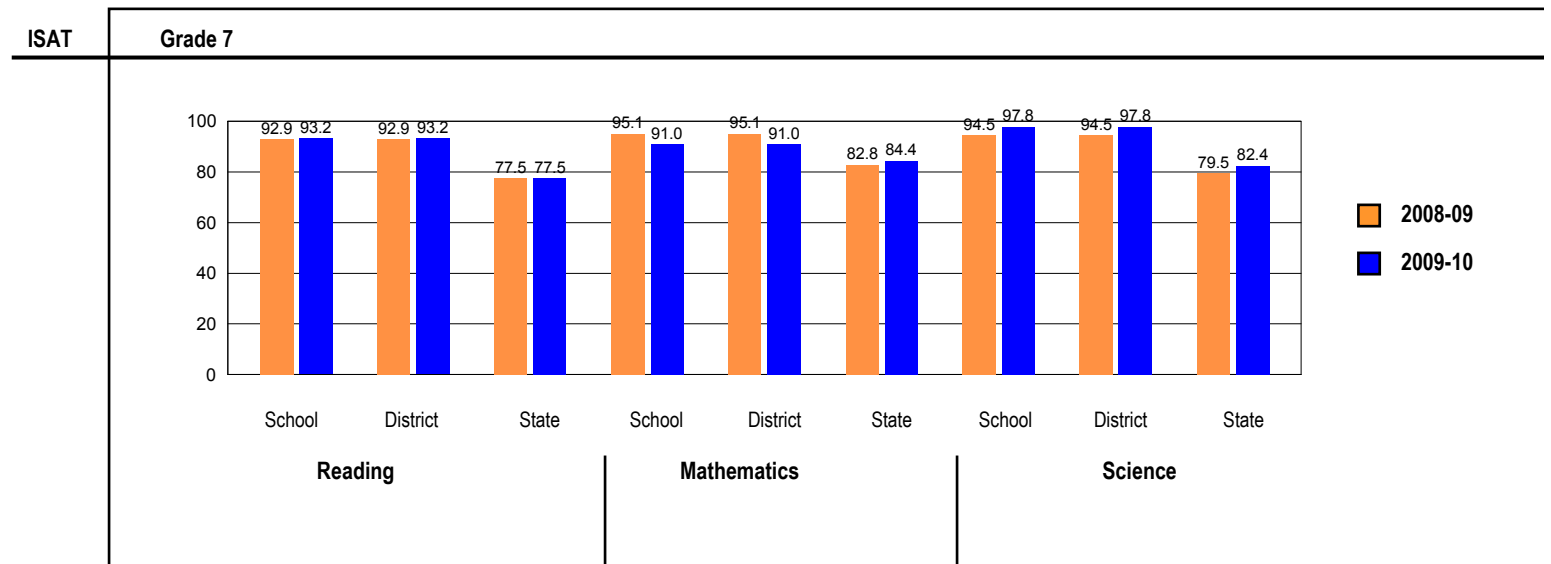
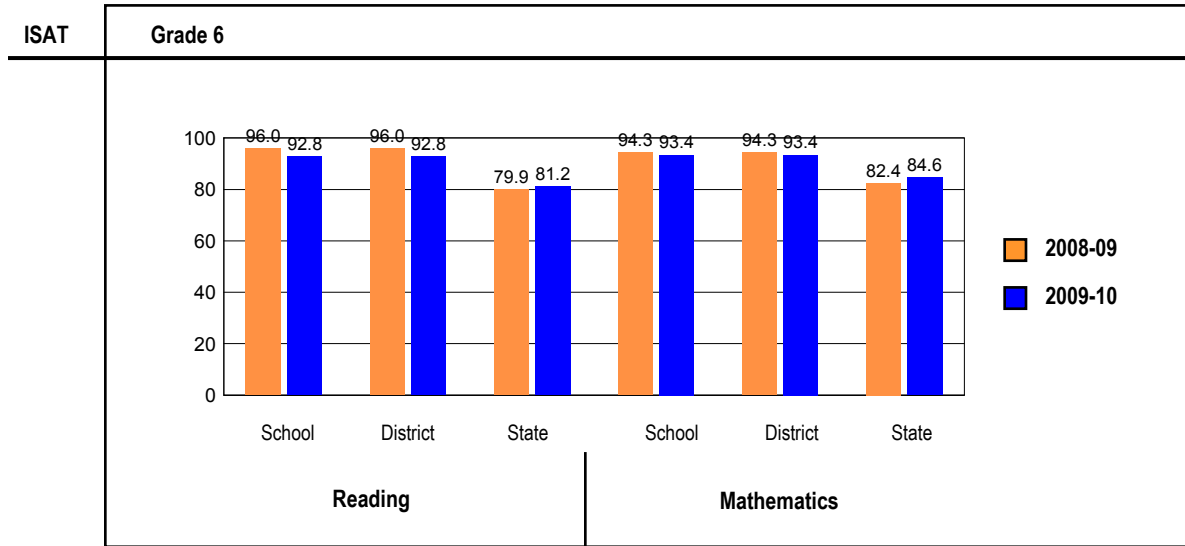


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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	538	262	276	489	12	12	12	1	12	1	0	75	104
	Reading	0.2	0.4	0.0	0.2	0.0	0.0	0.0		0.00			0.0	1.0
	Mathematics	0.2	0.4	0.0	0.2	0.0	0.0	0.0		0.00			0.0	1.0
District	*Enrollment	1,085	556	529	974	23	34	24	2	28	7	0	157	224
	Reading	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.0			0.0	0.4
	Mathematics	0.1	0.2	0.0	0.1	0.0	0.0	0.0		0.0			0.0	0.4
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	182	96	86	162	4	5	6	0	5	1	0	28	40
	Science	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	368	196	172	329	8	10	11	0	10	1	0	59	87
	Science	0.0	0.0	0.0	0.0		0.0	0.0		0.0			0.0	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	7.2	58.7	34.1	0.0	6.6	61.7	31.7
District	0.0	7.2	58.7	34.1	0.0	6.6	61.7	31.7
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	10.3	57.7	32.1	0.0	7.7	61.5	30.8
	District	0.0	10.3	57.7	32.1	0.0	7.7	61.5	30.8
	State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female	School	0.0	4.5	59.6	36.0	0.0	5.6	61.8	32.6
	District	0.0	4.5	59.6	36.0	0.0	5.6	61.8	32.6
	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	5.8	60.3	34.0	0.0	5.8	62.8	31.4
	District	0.0	5.8	60.3	34.0	0.0	5.8	62.8	31.4
	State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black	School								
	District								
	State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic	School								
	District								
	State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander	School								
	District								
	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								
	District								
	State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	27.3	63.6	9.1	0.0	27.3	63.6	9.1
	District	0.0	27.3	63.6	9.1	0.0	27.3	63.6	9.1
	State	1.2	55.0	37.9	5.9	2.9	43.7	47.6	5.9
Non-IEP	School	0.0	4.1	57.9	37.9	0.0	3.4	61.4	35.2
	District	0.0	4.1	57.9	37.9	0.0	3.4	61.4	35.2
	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	14.3	62.9	22.9	0.0	14.3	60.0	25.7
	District	0.0	14.3	62.9	22.9	0.0	14.3	60.0	25.7
	State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible	School	0.0	5.3	57.6	37.1	0.0	4.5	62.1	33.3
	District	0.0	5.3	57.6	37.1	0.0	4.5	62.1	33.3
	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	6.8	58.8	34.5	0.0	9.0	48.9	42.1	0.6	1.7	57.9	39.9
District	0.0	6.8	58.8	34.5	0.0	9.0	48.9	42.1	0.6	1.7	57.9	39.9
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	10.8	57.0	32.3	0.0	11.7	48.9	39.4	1.1	2.1	47.9	48.9
	District	0.0	10.8	57.0	32.3	0.0	11.7	48.9	39.4	1.1	2.1	47.9	48.9
	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	2.4	60.7	36.9	0.0	6.0	48.8	45.2	0.0	1.2	69.0	29.8
	District	0.0	2.4	60.7	36.9	0.0	6.0	48.8	45.2	0.0	1.2	69.0	29.8
	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	6.3	59.1	34.6	0.0	8.2	48.4	43.4	0.6	1.3	57.2	40.9
	District	0.0	6.3	59.1	34.6	0.0	8.2	48.4	43.4	0.6	1.3	57.2	40.9
	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												
	District												
	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												
	District												
	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												
	District												
	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												
	District												
	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 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	12.0	68.0	20.0	0.0	28.0	44.0	28.0	0.0	4.0	68.0	28.0
	District	0.0	12.0	68.0	20.0	0.0	28.0	44.0	28.0	0.0	4.0	68.0	28.0
	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	5.9	57.2	36.8	0.0	5.9	49.7	44.4	0.7	1.3	56.2	41.8
	District	0.0	5.9	57.2	36.8	0.0	5.9	49.7	44.4	0.7	1.3	56.2	41.8
	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	17.9	66.7	15.4	0.0	20.5	53.8	25.6	0.0	7.7	69.2	23.1
	District	0.0	17.9	66.7	15.4	0.0	20.5	53.8	25.6	0.0	7.7	69.2	23.1
	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	3.6	56.5	39.9	0.0	5.8	47.5	46.8	0.7	0.0	54.7	44.6
	District	0.0	3.6	56.5	39.9	0.0	5.8	47.5	46.8	0.7	0.0	54.7	44.6
	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	0.0	4.3	70.1	25.5	0.0	7.1	46.2	46.7
District	0.0	4.3	70.1	25.5	0.0	7.1	46.2	46.7
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	0.0	7.1	70.6	22.4	0.0	9.4	38.8	51.8
	District	0.0	7.1	70.6	22.4	0.0	9.4	38.8	51.8
	State	0.3	19.0	70.4	10.3	0.8	17.5	51.3	30.4
Female	School	0.0	2.0	69.7	28.3	0.0	5.1	52.5	42.4
	District	0.0	2.0	69.7	28.3	0.0	5.1	52.5	42.4
	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	3.6	70.7	25.7	0.0	6.0	44.9	49.1
	District	0.0	3.6	70.7	25.7	0.0	6.0	44.9	49.1
	State	0.1	9.8	74.2	15.9	0.3	9.6	50.8	39.3
Black	School								
	District								
	State	0.4	27.4	69.0	3.2	1.5	30.4	55.7	12.3
Hispanic	School								
	District								
	State	0.3	22.3	72.3	5.2	0.7	20.0	60.4	18.9
Asian/Pacific Islander	School								
	District								
	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								
	District								
	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	19.0	71.4	9.5	0.0	23.8	47.6	28.6
	District	0.0	19.0	71.4	9.5	0.0	23.8	47.6	28.6
	State	1.0	52.0	45.2	1.7	3.6	49.9	41.0	5.4
Non-IEP	School	0.0	2.5	69.9	27.6	0.0	4.9	46.0	49.1
	District	0.0	2.5	69.9	27.6	0.0	4.9	46.0	49.1
	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
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	15.4	80.8	3.8	0.0	26.9	57.7	15.4
<b>District</b>	0.0	15.4	80.8	3.8	0.0	26.9	57.7	15.4
<b>State</b>	0.3	24.6	70.6	4.5	1.1	24.4	58.2	16.4
<b>Not Eligible</b>								
<b>School</b>	0.0	2.5	68.4	29.1	0.0	3.8	44.3	51.9
<b>District</b>	0.0	2.5	68.4	29.1	0.0	3.8	44.3	51.9
<b>State</b>	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)?	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	2010-11 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	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
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	99.8	Yes	99.8	Yes	94.4		Yes	92.6		Yes	95.5	Yes		
<b>White</b>	99.8	Yes	99.8	Yes	95.4		Yes	93.9		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>	100.0	Yes	100.0	Yes	80.3		Yes	73.2		Yes				
<b>Economically Disadvantaged</b>	99.0	Yes	99.0	Yes	85.7		Yes	81.3		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 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.

As evidenced by our 2010 ISAT results, Stephen Mack Middle School is a school that prides itself with high academic and behavioral 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) in the content areas of reading and math, AIMSweb, classroom tests/quizzes, observations, and projects.

In our 2010/2011 school improvement plan, our staff will focus on the following areas: reading/writing across the curriculum for all students, creating a positive school culture for students and staff, and successfully implementing Response to Intervention.

A student that is competent in his/her own reading and writing abilities will not only experience success in the classroom but also in life. 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.

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 mediations, public acknowledgement of positive behaviors, and close monitoring of all student discipline.

The Response to Intervention model provides targeted instructional interventions for students who need them to be successful learners. As a staff, we need to be comfortable and well versed with the identification, collaboration, and reflection process to ensure a successful implementation.

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 & extracurricular involvement from our students
- Offering a continuum of services (special education to advanced placement)
- Personnel resources - social workers/counselors, curriculum coordinator, school resource officer, school psychologist, teacher assistants
- Updating technological resources and instructional integration in every classroom