

**ATTEA MIDDLE SCHOOL
GLENVIEW C C SCHOOL DIST 34
GLENVIEW, 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Low- Income Rate | Limited- English- Proficient Rate | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------------------------|--------------------------------------------|------------------------------|----------------------------|------------------|--------------------|---------------------|
| School | 74.6 | 4.0 | 10.0 | 11.4 | 0.0 | 13.4 | 8.2 | | 0.0 | 15.0 | 95.7 | 693 |
| District | 74.8 | 2.9 | 10.6 | 11.6 | 0.1 | 12.8 | 12.0 | | 0.0 | 10.6 | 96.1 | 3,975 |
| State | 57.7 | 20.8 | 17.7 | 3.6 | 0.2 | 39.0 | 6.7 | | 2.1 | 16.8 | 94.2 | 2,060,048 |

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 |
|-----------------|---------|
| School | 100.0 |
| District | 100.0 |
| State | 96.3 |

AVERAGE CLASS SIZE (as of the first school day in May)

| Grade | Grade | Grade | Grade | Grade | High School |
|-------|-------|-------|-------|-------|----------------|
| K | 1 | 3 | 6 | 8 | |
| | | | 25.6 | 24.0 | |
| | | | 25.1 | 24.9 | |
| | | | 23.7 | 23.1 | |

STAFF-TO-STUDENT RATIOS

| Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
|---------------------------------|--------------------------------|------------------------------|-------------------------|
| -- | -- | -- | -- |
| 16.0 | | 11.7 | 198.8 |
| 19.4 | | 14.1 | 208.7 |

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

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 | | 60 | 60 | | 60 | 60 | | 120 | 120 | | 60 | 60 |
| District | | 60 | 60 | | 60 | 60 | | 120 | 120 | | 60 | 60 |
| State | | 52 | 50 | | 43 | 44 | | 105 | 93 | | 43 | 44 |

TEACHER INFORMATION (Full-Time Equivalents)

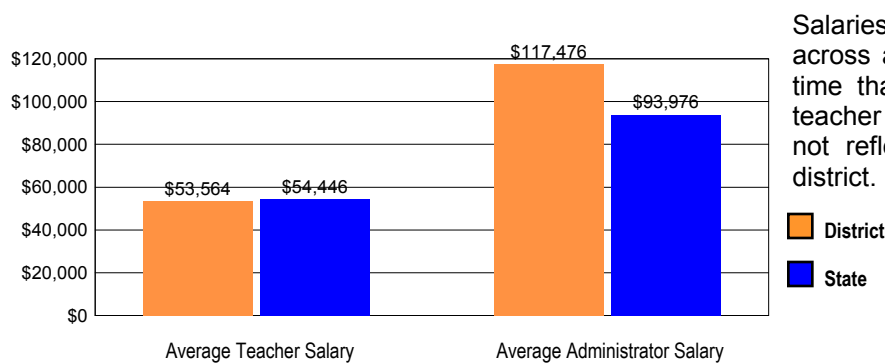
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
|-----------------|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| District | 96.2 | 1.0 | 0.9 | 1.9 | 0.0 | 14.5 | 85.5 | 293 |
| State | 85.0 | 9.8 | 4.0 | 1.0 | 0.1 | 23.4 | 76.6 | 125,702 |

| 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 | -- | -- | -- | 2.1 | 0.0 |
| District | 11.4 | 32.0 | 68.0 | 1.3 | 0.0 |
| State | 13.8 | 51.3 | 48.6 | 1.7 | 1.8 |

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

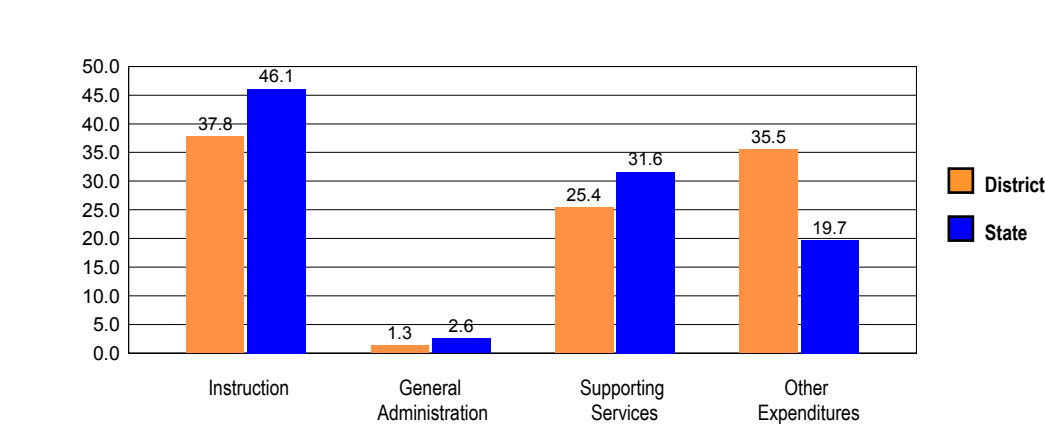
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



| REVENUE BY SOURCE 2002-03 | | | | EXPENDITURE BY FUND 2002-03 | | | |
|---------------------------|--------------|------------|---------|---------------------------------------------|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$32,719,763 | 74.8 | 56.6 | Education | \$31,046,417 | 57.6 | 70.1 |
| Other Local Funding | \$6,443,432 | 14.7 | 5.4 | Operations & Maintenance | \$3,023,025 | 5.6 | 8.9 |
| General State Aid | \$982,573 | 2.2 | 17.9 | Transportation | \$2,007,798 | 3.7 | 3.5 |
| Other State Funding | \$2,319,302 | 5.3 | 12.1 | Bond and Interest | \$2,232,165 | 4.1 | 6.0 |
| Federal Funding | \$1,249,368 | 2.9 | 8.0 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$43,714,438 | | | Municipal Retirement/ Social Security | \$941,316 | 1.7 | 1.5 |
| | | | | Fire Prevention & Safety | \$282,397 | 0.5 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$14,328,493 | 26.6 | 9.0 |
| | | | | TOTAL | \$53,861,611 | | |

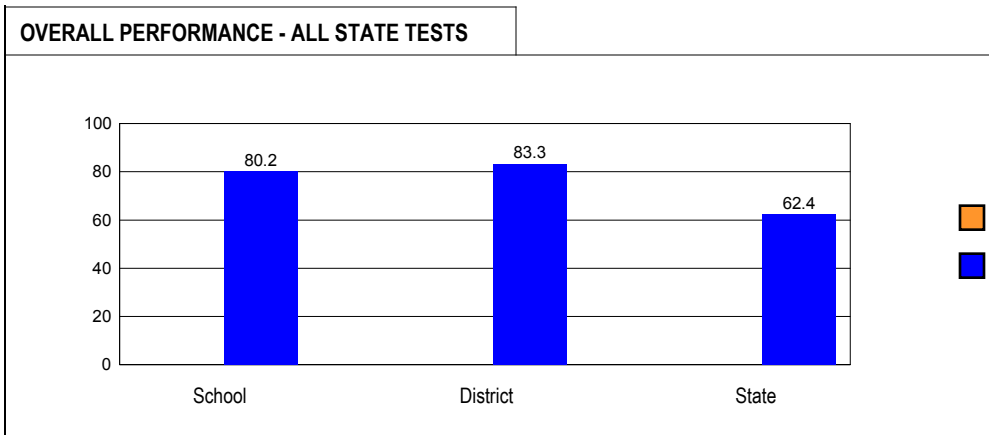
| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---------------------------------------------|--------------------------------------|---------------------------------------------|-----------------------------------------|
| | 2001 Equalized Assessed Valuation per Pupil | 2001 Total School Tax Rate per \$100 | 2002-03 Instructional Expenditure per Pupil | 2002-03 Operating Expenditure per Pupil |
| District | \$344,670 | 2.62 | \$5,758 | \$10,052 |
| State | ** | ** | \$5,022 | \$8,482 |

** 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.

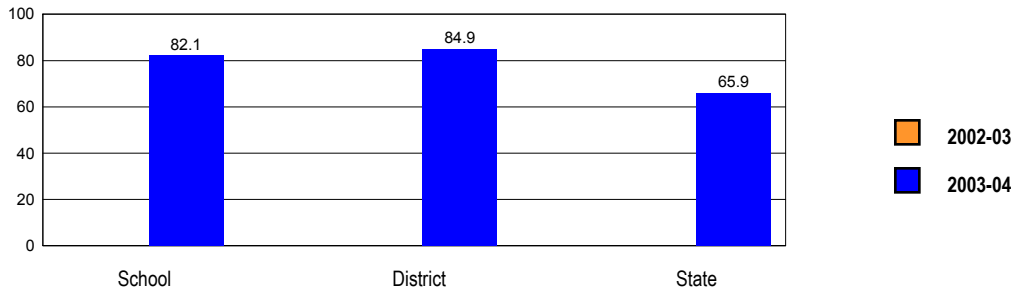
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

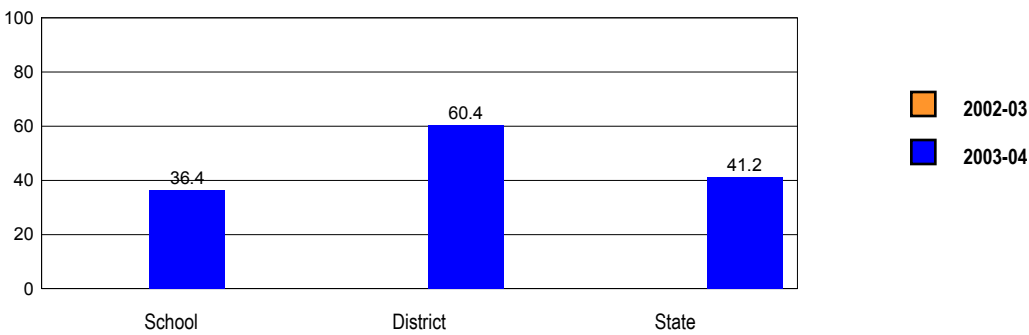
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



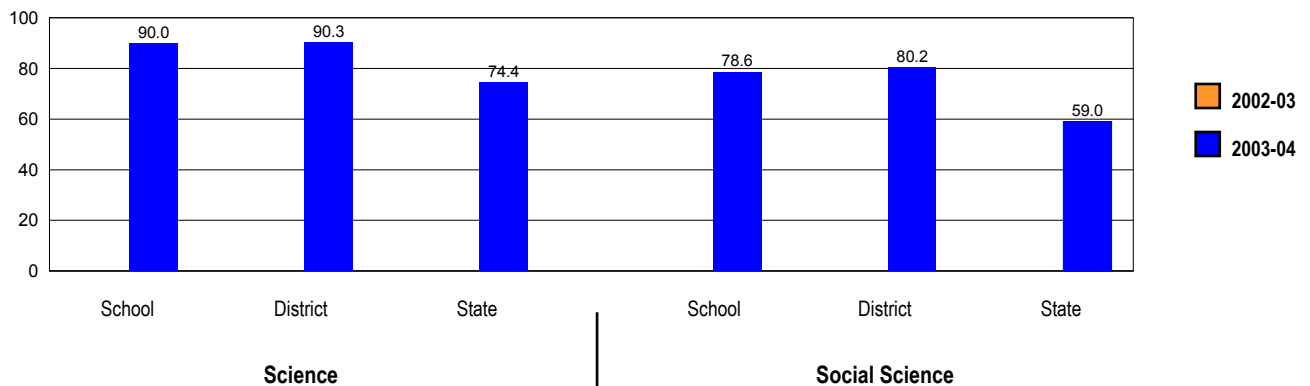
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

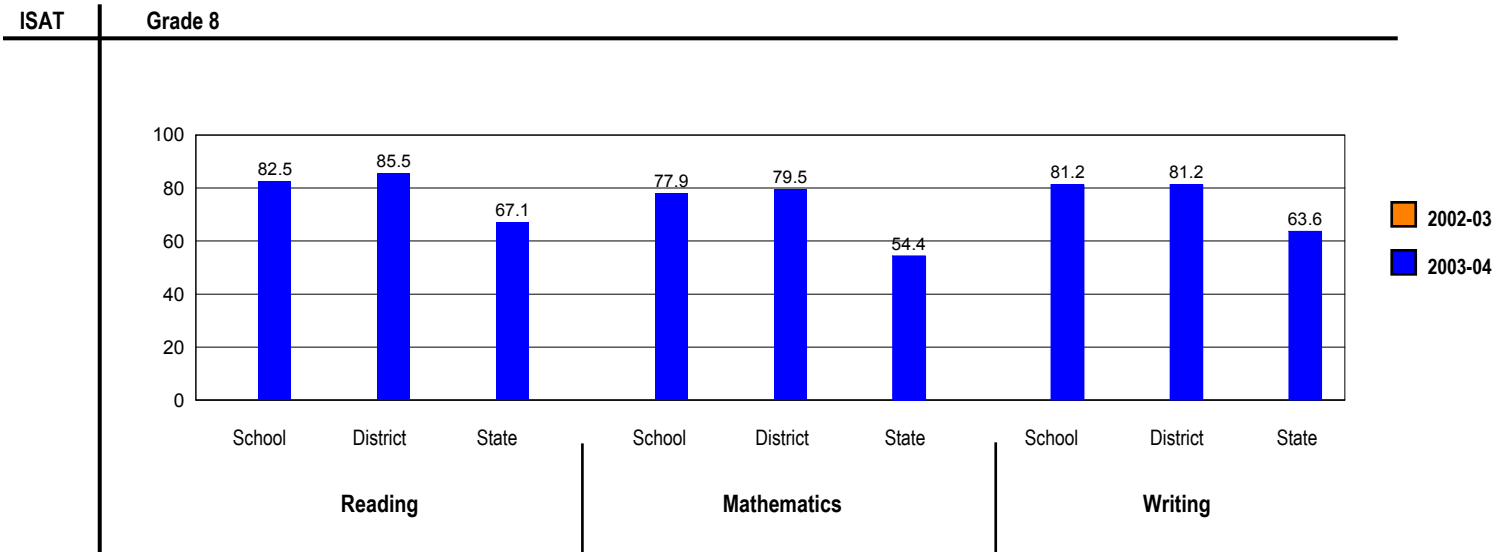


ISAT PERFORMANCE

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 7





PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

| | | 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 | 221 | 110 | 111 | 166 | 7 | 14 | 34 | 0 | 0 | 11 | 0 | 24 | 31 |
| | Reading | 0.9 | 1.8 | 0.0 | 1.2 | | 0.0 | 0.0 | | | 0.0 | | 0.0 | 0.0 |
| | Mathematics | 0.9 | 1.8 | 0.0 | 1.2 | | 0.0 | 0.0 | | | 0.0 | | 0.0 | 0.0 |
| District | *Enrollment | 1,608 | 802 | 806 | 1,217 | 41 | 128 | 219 | 3 | 0 | 169 | 0 | 199 | 220 |
| | Reading | 0.4 | 0.6 | 0.4 | 0.4 | 2.4 | 0.8 | 0.0 | | | 0.0 | | 1.5 | 0.9 |
| | Mathematics | 0.4 | 0.6 | 0.1 | 0.3 | 2.4 | 0.8 | 0.0 | | | 0.0 | | 1.5 | 0.9 |
| State | *Enrollment | 618,426 | 315,150 | 303,276 | 362,539 | 126,432 | 103,851 | 22,726 | 1,038 | 1,840 | 43,504 | 259 | 89,425 | 239,387 |
| | Reading | 0.9 | 1.0 | 0.8 | 0.4 | 2.2 | 1.2 | 0.6 | 2.2 | 0.7 | 0.9 | 7.3 | 2.4 | 1.4 |
| | Mathematics | 0.9 | 1.1 | 0.9 | 0.4 | 2.3 | 1.3 | 0.6 | 1.9 | 0.8 | 1.3 | 6.9 | 2.5 | 1.5 |

* Enrollment on the first day of state testing.

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 7**Grade 7 - All**

| Levels | Science | | | | Social Science | | | |
|----------|---------|------|------|------|----------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 3.5 | 6.5 | 61.2 | 28.9 | 0.5 | 20.9 | 52.2 | 26.4 |
| District | 3.1 | 6.6 | 61.3 | 29.0 | 0.5 | 19.3 | 53.3 | 26.9 |
| State | 10.4 | 15.2 | 57.8 | 16.6 | 1.7 | 39.3 | 44.3 | 14.7 |

Grade 7 - Gender

| Levels | Science | | | | Social Science | | | | |
|--------|----------|------|------|------|----------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 4.5 | 5.4 | 58.9 | 31.3 | 0.9 | 17.9 | 50.9 | 30.4 |
| | District | 3.8 | 6.3 | 60.9 | 29.0 | 0.8 | 16.8 | 50.8 | 31.5 |
| | State | 11.4 | 14.3 | 55.1 | 19.2 | 2.1 | 37.7 | 43.1 | 17.1 |
| Female | School | 2.2 | 7.9 | 64.0 | 25.8 | 0.0 | 24.7 | 53.9 | 21.3 |
| | District | 2.2 | 7.0 | 61.8 | 29.0 | 0.0 | 22.6 | 56.5 | 21.0 |
| | State | 9.4 | 16.1 | 60.6 | 13.9 | 1.3 | 41.0 | 45.6 | 12.1 |

Grade 7 - Racial/Ethnic Background

| Levels | Science | | | | Social Science | | | | |
|------------------------|----------|------|------|------|----------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 3.3 | 5.9 | 57.9 | 32.9 | 0.0 | 17.1 | 52.0 | 30.9 |
| | District | 2.1 | 5.5 | 59.4 | 33.0 | 0.0 | 15.8 | 52.7 | 31.5 |
| | State | 5.0 | 9.3 | 62.2 | 23.6 | 0.8 | 26.2 | 51.9 | 21.2 |
| Black | School | 16.7 | 25.0 | 50.0 | 8.3 | 8.3 | 50.0 | 41.7 | 0.0 |
| | District | 22.8 | 27.5 | 46.9 | 2.8 | 4.1 | 67.3 | 26.3 | 2.3 |
| | State | | | | | | | | |
| Hispanic | School | 4.8 | 14.3 | 81.0 | 0.0 | 0.0 | 52.4 | 42.9 | 4.8 |
| | District | 6.3 | 18.8 | 71.9 | 3.1 | 3.1 | 50.0 | 43.8 | 3.1 |
| | State | 15.8 | 22.7 | 55.8 | 5.7 | 2.1 | 55.5 | 37.8 | 4.5 |
| Asian/Pacific Islander | School | 4.8 | 0.0 | 61.9 | 33.3 | 0.0 | 9.5 | 66.7 | 23.8 |
| | District | 4.0 | 2.0 | 70.0 | 24.0 | 0.0 | 16.0 | 66.0 | 18.0 |
| | State | 3.0 | 6.8 | 58.8 | 31.4 | 0.3 | 17.9 | 55.3 | 26.5 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 11.7 | 15.0 | 58.6 | 14.7 | 1.3 | 45.1 | 45.1 | 8.4 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 8.6 | 15.2 | 59.2 | 17.0 | 1.0 | 38.2 | 46.3 | 14.4 |

Grade 7 - Limited-English-Proficient

| Levels | Science | | | | Social Science | | | |
|----------|---------|------|------|-----|----------------|------|------|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 6.7 | 13.3 | 80.0 | 0.0 | 0.0 | 60.0 | 33.3 | 6.7 |
| District | 6.7 | 13.3 | 80.0 | 0.0 | 0.0 | 60.0 | 33.3 | 6.7 |
| State | 28.1 | 30.1 | 39.4 | 2.4 | 3.9 | 71.8 | 22.3 | 2.1 |

Grade 7 - Students with Disabilities

| Levels | Science | | | | Social Science | | | | |
|---------|----------|------|------|------|----------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 19.2 | 19.2 | 53.8 | 7.7 | 0.0 | 53.8 | 34.6 | 11.5 |
| | District | 14.3 | 19.6 | 55.4 | 10.7 | 1.8 | 46.4 | 39.3 | 12.5 |
| | State | 32.9 | 24.4 | 38.8 | 3.9 | 7.9 | 67.2 | 21.8 | 3.0 |
| Non-IEP | School | 1.1 | 4.6 | 62.3 | 32.0 | 0.6 | 16.0 | 54.9 | 28.6 |
| | District | 1.4 | 4.6 | 62.2 | 31.8 | 0.3 | 15.2 | 55.4 | 29.1 |
| | State | 6.6 | 13.6 | 61.1 | 18.8 | 0.6 | 34.5 | 48.2 | 16.7 |

Grade 7 - Economically Disadvantaged

| Levels | Science | | | | Social Science | | | | |
|--------------------------|----------|------|------|------|----------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Free/Reduced Price Lunch | School | 5.6 | 16.7 | 63.9 | 13.9 | 2.8 | 52.8 | 30.6 | 13.9 |
| | District | 5.6 | 20.4 | 61.1 | 13.0 | 1.9 | 50.0 | 31.5 | 16.7 |
| | State | 18.6 | 24.2 | 52.2 | 5.0 | 3.1 | 60.7 | 32.5 | 3.7 |
| Not Eligible | School | 3.0 | 4.2 | 60.6 | 32.1 | 0.0 | 13.9 | 57.0 | 29.1 |
| | District | 2.7 | 4.6 | 61.4 | 31.4 | 0.3 | 14.9 | 56.5 | 28.4 |
| | State | 5.3 | 9.6 | 61.3 | 23.8 | 0.8 | 26.0 | 51.7 | 21.5 |

Grade 8**Grade 8 - All**

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.5 | 17.0 | 68.4 | 14.1 | 2.0 | 20.1 | 41.2 | 36.8 | 0.5 | 18.3 | 69.3 | 11.9 |
| District | 0.4 | 14.1 | 68.6 | 16.9 | 1.8 | 18.8 | 40.4 | 39.1 | 0.9 | 18.0 | 71.2 | 10.0 |
| State | 1.6 | 31.3 | 57.4 | 9.7 | 5.6 | 40.0 | 37.5 | 16.9 | 4.9 | 31.5 | 58.7 | 4.9 |

Grade 8 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 1.0 | 18.6 | 70.6 | 9.8 | 2.0 | 23.5 | 39.2 | 35.3 | 1.0 | 23.8 | 69.3 | 5.9 |
| | District | 0.8 | 16.9 | 68.2 | 14.0 | 1.3 | 19.9 | 40.3 | 38.6 | 1.3 | 22.6 | 69.4 | 6.8 |
| | State | 2.3 | 35.2 | 54.6 | 7.9 | 6.7 | 39.4 | 36.0 | 17.8 | 7.5 | 38.8 | 50.7 | 3.0 |
| Female | School | 0.0 | 15.4 | 66.3 | 18.3 | 2.0 | 16.7 | 43.1 | 38.2 | 0.0 | 12.9 | 69.3 | 17.8 |
| | District | 0.0 | 11.0 | 68.9 | 20.1 | 2.3 | 17.5 | 40.6 | 39.6 | 0.5 | 13.0 | 73.1 | 13.4 |
| | State | 0.8 | 27.3 | 60.3 | 11.5 | 4.4 | 40.5 | 39.0 | 16.1 | 2.2 | 24.0 | 66.8 | 6.9 |

Grade 8 - Racial/Ethnic Background

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | School | 0.6 | 16.1 | 70.2 | 13.0 | 2.5 | 17.7 | 42.4 | 37.3 | 0.6 | 17.1 | 70.3 | 12.0 |
| | District | 0.3 | 12.6 | 70.7 | 16.4 | 2.2 | 17.4 | 42.0 | 38.4 | 1.1 | 17.1 | 72.7 | 9.1 |
| | State | 0.9 | 22.8 | 63.2 | 13.1 | 3.1 | 30.2 | 43.8 | 22.9 | 3.6 | 26.4 | 63.6 | 6.4 |
| Black | School | | | | | | | | | | | | |
| | District | 0.0 | 20.0 | 80.0 | 0.0 | 0.0 | 30.0 | 60.0 | 10.0 | 0.0 | 40.0 | 60.0 | 0.0 |
| | State | 3.4 | 48.3 | 45.7 | 2.6 | 13.3 | 62.1 | 21.6 | 3.0 | 9.1 | 44.7 | 45.0 | 1.3 |
| Hispanic | School | | | | | 0.0 | 50.0 | 20.0 | 30.0 | | | | |
| | District | 5.3 | 31.6 | 47.4 | 15.8 | 0.0 | 50.0 | 25.0 | 25.0 | 0.0 | 44.4 | 44.4 | 11.1 |
| | State | 2.0 | 46.7 | 48.3 | 3.0 | 6.2 | 55.1 | 32.7 | 6.0 | 5.3 | 38.2 | 54.5 | 2.0 |
| Asian/Pacific Islander | School | 0.0 | 13.8 | 62.1 | 24.1 | 0.0 | 17.2 | 37.9 | 44.8 | 0.0 | 10.3 | 79.3 | 10.3 |
| | District | 0.0 | 16.7 | 60.0 | 23.3 | 0.0 | 13.3 | 33.3 | 53.3 | 0.0 | 11.7 | 71.7 | 16.7 |
| | State | 0.4 | 18.1 | 62.1 | 19.4 | 1.2 | 17.8 | 39.4 | 41.6 | 1.4 | 16.7 | 69.9 | 12.0 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.8 | 27.2 | 61.9 | 10.1 | 5.8 | 38.8 | 43.5 | 11.9 | 7.3 | 30.9 | 57.1 | 4.6 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.8 | 31.7 | 57.7 | 8.8 | 6.2 | 47.4 | 31.3 | 15.1 | 4.4 | 33.4 | 59.1 | 3.1 |

Grade 8 - Students with Disabilities

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|---------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | School | 4.3 | 52.2 | 39.1 | 4.3 | 13.0 | 56.5 | 21.7 | 8.7 | 4.5 | 54.5 | 40.9 | 0.0 |
| | District | 3.8 | 51.9 | 38.5 | 5.8 | 13.5 | 57.7 | 17.3 | 11.5 | 7.8 | 54.9 | 37.3 | 0.0 |
| | State | 9.0 | 66.8 | 23.1 | 1.1 | 27.2 | 59.0 | 11.9 | 2.0 | 25.2 | 51.6 | 22.9 | 0.4 |
| Non-IEP | School | 0.0 | 12.6 | 72.1 | 15.3 | 0.6 | 15.5 | 43.6 | 40.3 | 0.0 | 13.9 | 72.8 | 13.3 |
| | District | 0.0 | 9.2 | 72.5 | 18.4 | 0.2 | 13.7 | 43.4 | 42.6 | 0.0 | 13.3 | 75.5 | 11.3 |
| | State | 0.3 | 25.2 | 63.4 | 11.2 | 1.9 | 36.7 | 42.0 | 19.5 | 1.5 | 28.2 | 64.6 | 5.7 |

Grade 8 - Economically Disadvantaged

| Levels | | Reading | | | | Mathematics | | | | Writing | | | |
|--------------------------|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | School | 0.0 | 29.2 | 58.3 | 12.5 | 0.0 | 52.0 | 36.0 | 12.0 | 0.0 | 47.8 | 39.1 | 13.0 |
| | District | 2.1 | 34.0 | 55.3 | 8.5 | 0.0 | 52.1 | 33.3 | 14.6 | 2.2 | 39.1 | 52.2 | 6.5 |
| | State | 2.9 | 47.3 | 47.1 | 2.7 | 10.3 | 57.2 | 27.5 | 5.0 | 8.3 | 42.3 | 47.8 | 1.6 |
| Not Eligible | School | 0.5 | 15.4 | 69.8 | 14.3 | 2.2 | 15.6 | 41.9 | 40.2 | 0.6 | 14.5 | 73.2 | 11.7 |
| | District | 0.2 | 11.8 | 70.1 | 17.9 | 2.0 | 14.8 | 41.2 | 42.0 | 0.7 | 15.6 | 73.3 | 10.4 |
| | State | 0.8 | 22.3 | 63.2 | 13.7 | 2.9 | 30.2 | 43.2 | 23.7 | 3.0 | 25.4 | 64.7 | 6.8 |

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 8**Grade 8 - All**

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|-----|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 40.0 | 10.0 | 50.0 | 0.0 | 10.0 | 50.0 | 30.0 | 10.0 | 40.0 | 10.0 | 30.0 | 20.0 |
| District | 31.8 | 22.7 | 45.5 | 0.0 | 18.2 | 50.0 | 22.7 | 9.1 | 31.8 | 18.2 | 40.9 | 9.1 |
| State | 35.2 | 27.8 | 33.0 | 4.0 | 17.4 | 62.3 | 17.1 | 3.2 | 27.4 | 26.5 | 34.5 | 11.5 |

Grade 8 - Gender

| Levels | Reading | | | | Mathematics | | | | Writing | | | |
|----------|---------|------|------|-----|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Male | | | | | | | | | | | | |
| School | | | | | | | | | | | | |
| District | | | | | | | | | | | | |
| State | 35.6 | 27.2 | 33.6 | 3.6 | 17.8 | 61.3 | 17.2 | 3.7 | 31.2 | 27.8 | 31.9 | 9.1 |
| Female | | | | | | | | | | | | |
| School | | | | | | | | | | | | |
| District | 15.4 | 23.1 | 61.5 | 0.0 | 15.4 | 53.8 | 15.4 | 15.4 | 15.4 | 15.4 | 53.8 | 15.4 |
| State | 34.8 | 28.6 | 32.3 | 4.4 | 16.8 | 63.6 | 17.0 | 2.6 | 23.3 | 25.1 | 37.4 | 14.3 |

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | |
|-------------------------------------------------------|-----|
| Is this School making Adequate Yearly Progress (AYP)? | Yes |
| Is this School making AYP in Reading? | Yes |
| Is this School making AYP in Mathematics? | Yes |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|----|
| Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
|-------------------------------------------------------------------------------------------------------------------------------------|----|

| | 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 | | 40.0 | | | 40.0 | | | 89.0 | | 66.0 | |
| All | 99.1 | Yes | 99.1 | Yes | 82.4 | | Yes | 77.1 | | Yes | 95.7 | Yes | | |
| White | 98.8 | Yes | 98.8 | Yes | 83.1 | | Yes | 79.7 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT

The Attea School Improvement Plan reflects decisions made by the faculty throughout the 2003-04 school year as well as recommendations by the parent community through the LSC Survey, for improvement. The school's population is diverse and receives students from three intermediate schools. Thus, our goals consistently reflect the need to meet a wide continuum of needs and abilities. Despite the diversity, Spring ISAT and Fall NWEA scores indicate that Attea students score consistently above the norm in all categories and significantly above the norm in mathematics.

Teachers have observed a wide variety of student needs within the classroom. In order to meet these needs, teachers must examine student differences in understanding, learning modalities and interests, and plan accordingly to allow for different learning rates. Using test score data to inform this instruction is one important method of developing an outstanding middle school program and the District, as it reflected in District Long Range Plan Goal #10, is committed to programs in its schools which will, utilize quality processes for multidimensional assessments for continuous improvement. One of our goals focuses on the use of NWEA and other assessment data to help teachers identify student needs and to inform their instruction. In addition, the physical education and fine arts programs are developing assessment tools to collect data unique to their subject area not provided by NWEA on their students' progress so as to appropriately inform their instruction.

As a result of a study skills task force implemented by last year's School Improvement Plan, the building will be piloting a model study skills program for evaluation at the conclusion of the school year. We recognize that most middle school students have organizational needs and do not have the necessary skills to study effectively. This impacts them across all curriculum areas affecting their performance in negative ways. Lack of work completion is a familiar theme experienced by the entire staff. Parents have long advocated that we approach the instruction of Study Skills in a more formalized manner. Furthermore, our goal directly responds to the District Long Range Plan goal #1 to, analyze student preparedness for GBS to identify potential gap areas.

In the fall of 2003, the Attea Building Council commissioned a task force to study the feasibility of implementing an advisory program at Attea. The task force identified research that indicated that an advisory program can help ensure that every student is well known at school by at least one adult. It also guarantees that every student belongs to a peer group. Because of the small group size and mentoring relationship developed with the advisor, an advisory program is an effective tool to help students find success with the academic and social options provided by the school. An effective advisory program also promotes communication and coordination between home and school, a primary goal in the Attea School Improvement Plan. As a result of the research performed by the task force, the Building Council approved a plan that will lead to a full advisory program next year.

This final goal directly reflects the District Long Range Plan goal # 4 to, monitor the impact of the Quality Tools and Processes on student development and growth. The final Attea SIP goal is to become more familiar with and trained in the use of Quality Tools and Processes. These tools will be modeled in the daily operations of the buildings – team meetings, building council, etc. – and will be integrated into our instruction and student activities. The use of these tools will provide us with a consistent and efficient tool for data gathering and be a key component of effective problem solving.