

**Springman Middle School  
Glenview CCSD 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.

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>	70.6	1.9	9.8	15.3	0.3	2.2	15.3	7.9		0.3	8.0	96.4	687
<b>District</b>	71.8	1.6	11.4	12.2	0.0	3.0	14.6	13.9		0.3	6.4	96.0	4,328
<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>	98.0
<b>District</b>	99.7
<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>	16.1		11.5	206.1
<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>							29.0	27.3	27.5	
<b>District</b>							28.3	26.0	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>		69	64		69	64		69	64		69	64
<b>District</b>		69	64		69	64		69	86		69	64
<b>State</b>		54	51		43	44		104	93		43	44

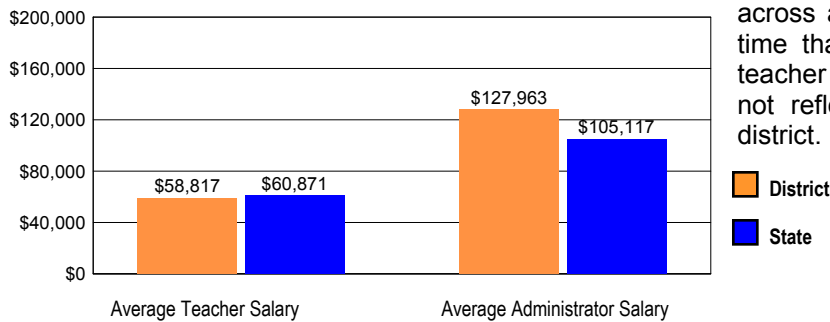
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.7	2.5	2.3	0.0	14.6	85.4	305
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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	10.7	26.9	73.1	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.

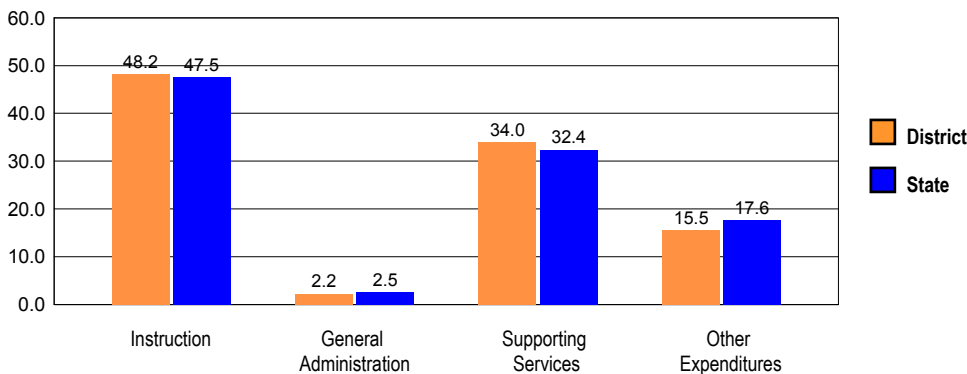
## SCHOOL DISTRICT FINANCES

### 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	\$44,371,280	81.5	57.6	Education	\$38,411,274	74.6	72.6
Other Local Funding	\$3,750,270	6.9	7.3	Operations & Maintenance	\$3,683,160	7.2	8.5
General State Aid	\$1,372,219	2.5	18.1	Transportation	\$2,391,530	4.6	3.9
Other State Funding	\$3,746,302	6.9	9.7	Bond and Interest	\$3,572,780	6.9	6.7
Federal Funding	\$1,212,369	2.2	7.3	Rent	\$0	0.0	0.0
TOTAL	\$54,452,440			Municipal Retirement/ Social Security	\$1,262,817	2.5	1.8
				Fire Prevention & Safety	\$1,684,657	3.3	0.9
				Site & Construction/ Capital Improvement	\$475,389	0.9	5.6
				TOTAL	\$51,481,607		

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	\$446,160	2.33	\$6,561	\$11,476
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.

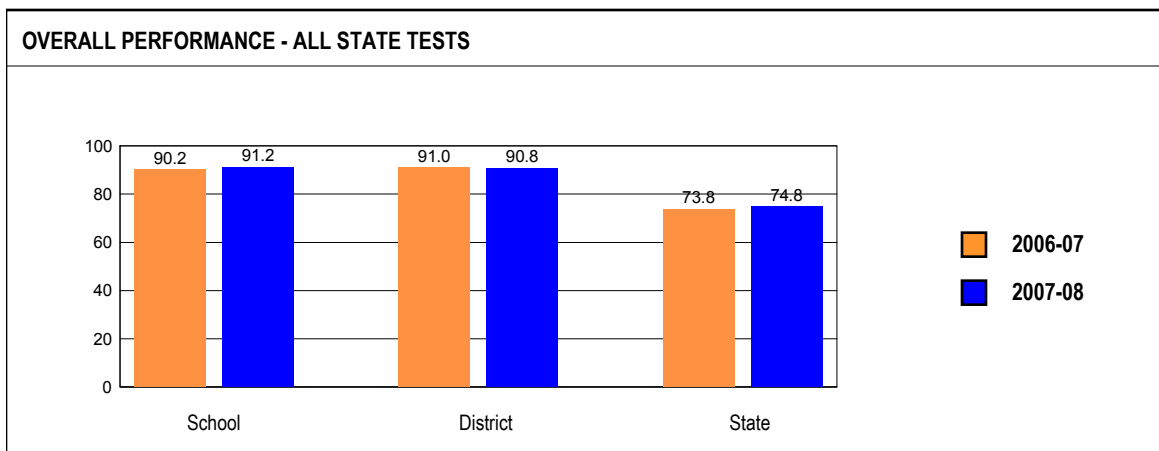
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

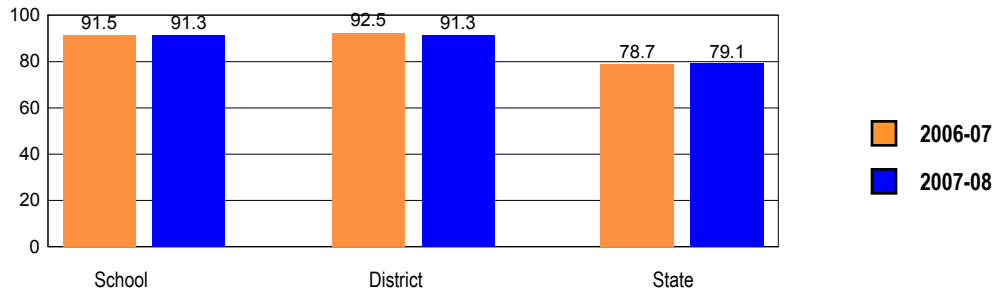
### OVERALL STUDENT PERFORMANCE

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.



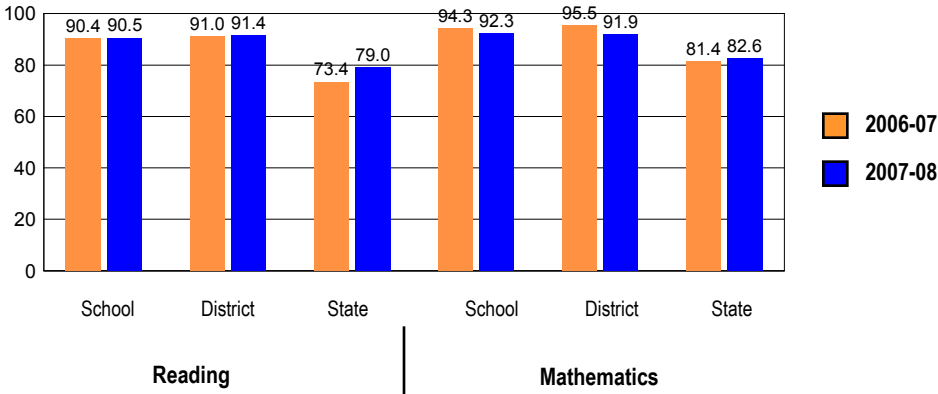
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



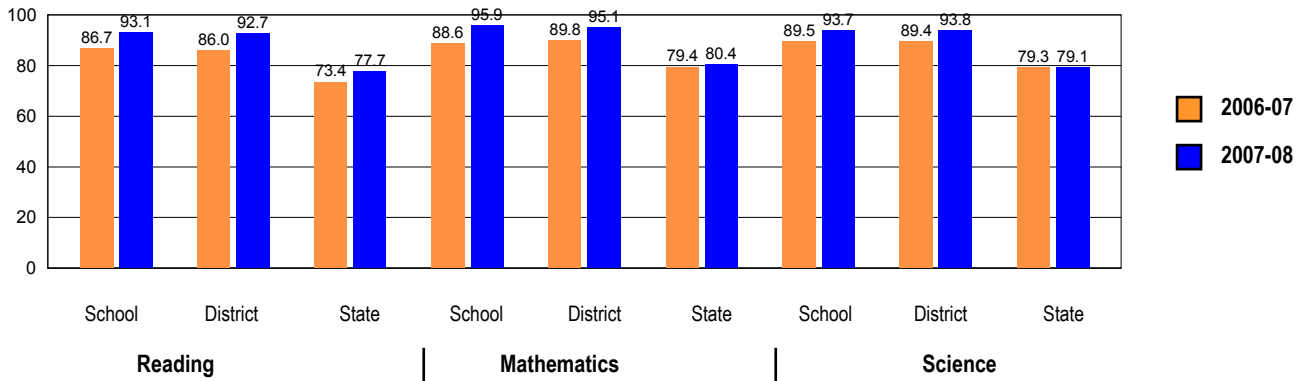
**ISAT PERFORMANCE**

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.

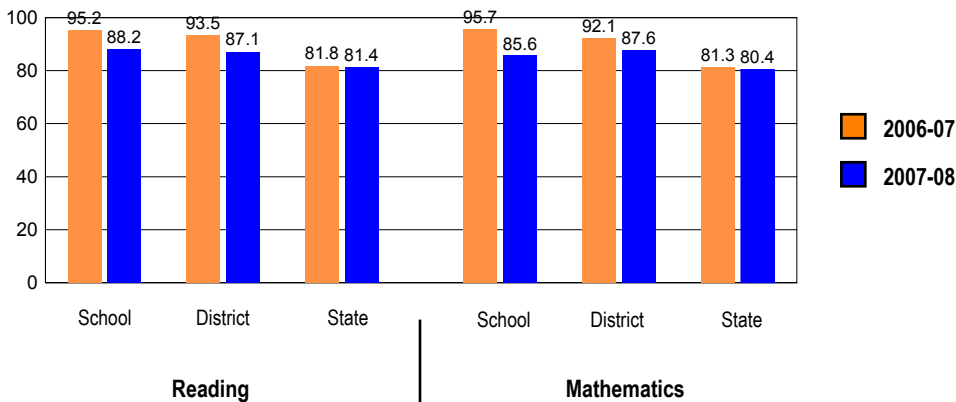
**ISAT Grade 6**



**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	687	354	333	486	14	64	106	2	15	58		83	108
	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	2,768	1,417	1,351	2,020	43	288	361	2	54	309		372	411
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	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	226	118	108	164	5	15	32	2	8	17		25	31
	Science	0.0	0.0	0.0	0.0		0.0	0.0			0.0		0.0	0.0
District	*Enrollment	945	467	478	694	17	94	116	2	22	109		122	121
	Science	0.0	0.0	0.0	0.0	0.0	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	9.5	45.3	45.3	0.0	7.7	46.4	46.0
District	0.2	8.4	46.6	44.8	0.0	8.1	50.7	41.2
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	9.8	45.1	45.1	0.0	8.1	41.1	50.8
	District	0.4	9.1	49.1	41.3	0.0	8.6	48.7	42.7
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	9.1	45.5	45.5	0.0	7.2	52.3	40.5
	District	0.0	7.7	43.9	48.4	0.0	7.7	52.7	39.6
	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	7.5	42.5	50.0	0.0	5.6	42.2	52.2
	District	0.0	5.3	45.9	48.8	0.0	5.3	49.8	44.9
	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	0.0	28.0	56.0	16.0	0.0	20.0	76.0	4.0
	District	1.9	33.3	51.9	13.0	0.0	25.9	66.7	7.4
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School	0.0	2.5	50.0	47.5	0.0	2.4	47.6	50.0
	District	0.0	1.7	41.7	56.7	0.0	1.6	43.5	54.8
	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 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	22.2	70.4	7.4	0.0	23.3	70.0	6.7
District	2.3	36.4	56.8	4.5	0.0	34.0	61.7	4.3
State	1.0	62.0	34.6	2.3	1.6	40.5	54.2	3.7

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.0	40.0	8.0	0.0	40.0	56.0	4.0
	District	2.0	44.0	42.0	12.0	0.0	50.0	42.0	8.0
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	4.3	45.9	49.8	0.0	3.8	45.2	51.0
	District	0.0	4.0	47.1	48.9	0.0	3.0	51.7	45.3
	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	33.3	55.6	11.1	0.0	29.7	59.5	10.8
	District	0.0	29.7	56.8	13.5	0.0	28.0	62.7	9.3
	State	0.5	33.1	54.7	11.7	1.1	27.3	62.3	9.3
Not Eligible	School	0.0	5.1	43.4	51.5	0.0	3.5	43.9	52.5
	District	0.3	4.2	44.6	50.9	0.0	4.2	48.3	47.5
	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	0.0	6.9	57.8	35.3	0.0	4.1	39.8	56.1	1.8	4.5	55.0	38.7
District	0.0	7.3	57.2	35.5	0.0	4.9	42.7	52.4	1.9	4.3	54.1	39.7
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	9.7	59.3	31.0	0.0	4.3	36.5	59.1	0.9	4.3	51.3	43.5
	District	0.0	8.5	59.4	32.1	0.0	5.3	38.9	55.8	1.3	3.6	49.8	45.3
	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	3.8	56.2	40.0	0.0	3.8	43.4	52.8	2.8	4.7	58.9	33.6
	District	0.0	6.2	55.2	38.6	0.0	4.5	46.3	49.2	2.5	4.9	58.0	34.6
	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	3.1	61.1	35.8	0.0	2.5	38.5	59.0	1.9	1.9	54.9	41.4
	District	0.0	3.7	58.2	38.1	0.0	2.6	42.5	54.9	1.7	2.0	53.6	42.7
	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	0.0	26.7	53.3	20.0	0.0	13.3	60.0	26.7	6.7	20.0	60.0	13.3
	District	0.0	32.4	56.8	10.8	0.0	27.0	56.8	16.2	8.3	16.7	63.9	11.1
	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	0.0	11.1	44.4	44.4	0.0	0.0	36.7	63.3	0.0	3.3	56.7	40.0
	District	0.0	8.9	53.6	37.5	0.0	0.0	37.3	62.7	0.0	3.4	55.9	40.7
	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	0.0	0.0	46.2	53.8	0.0	0.0	23.1	76.9	0.0	0.0	30.8	69.2
	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 - Limited-English-Proficient**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	46.2	53.8	0.0	0.0	17.6	70.6	11.8	5.9	23.5	70.6	0.0
	District	0.0	46.9	53.1	0.0	0.0	30.6	63.9	5.6	8.6	22.9	68.6	0.0
	State	2.4	62.7	34.0	0.9	4.9	40.8	49.1	5.2	23.4	37.8	37.0	1.8

**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	38.1	38.1	23.8	0.0	38.1	47.6	14.3	19.0	19.0	33.3	28.6
	District	0.0	26.5	49.0	24.5	0.0	26.5	51.0	22.4	10.2	18.4	42.9	28.6
	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	59.9	36.5	0.0	0.5	39.0	60.5	0.0	3.0	57.2	39.8
	District	0.0	5.0	58.2	36.8	0.0	2.4	41.8	55.8	1.0	2.6	55.4	41.1
	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	28.6	60.7	10.7	0.0	13.3	63.3	23.3	3.3	16.7	70.0	10.0
	District	0.0	28.8	63.5	7.7	0.0	20.4	61.1	18.5	7.5	13.2	67.9	11.3
	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	3.7	57.4	38.9	0.0	2.6	36.1	61.3	1.6	2.6	52.6	43.2
	District	0.0	4.6	56.4	39.0	0.0	2.9	40.3	56.8	1.2	3.1	52.3	43.4
	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	0.5	11.3	71.9	16.3	0.9	13.5	41.4	44.1
District	0.4	12.5	70.2	16.8	2.0	10.5	41.0	46.5
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	0.9	15.0	67.3	16.8	0.9	13.9	39.8	45.4
	District	0.4	17.2	65.1	17.2	2.1	11.7	38.9	47.3
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	7.9	76.3	15.8	0.9	13.2	43.0	43.0
	District	0.5	7.3	75.8	16.4	1.8	9.1	43.4	45.7
	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	6.9	73.8	19.4	0.0	11.3	38.1	50.6
	District	0.0	7.2	73.1	19.8	0.6	7.5	38.9	53.0
	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	4.3	47.8	47.8	0.0	0.0	47.8	43.5	8.7
	District	4.2	47.9	47.9	0.0	4.2	37.5	54.2	4.2
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School	0.0	3.3	83.3	13.3	3.2	3.2	48.4	45.2
	District	0.0	9.7	74.2	16.1	4.8	3.2	39.7	52.4
	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 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	10.0	80.0	10.0	0.0	0.0	81.8	9.1	9.1
District	6.1	60.6	33.3	0.0	5.9	41.2	44.1	8.8
State	1.5	58.1	40.0	0.3	4.9	42.4	47.0	5.8

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	48.3	51.7	0.0	6.9	55.2	37.9	0.0
	District	0.0	50.7	47.8	1.4	11.6	39.1	42.0	7.2
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.5	5.7	75.0	18.8	0.0	7.3	42.0	50.8
	District	0.5	5.7	74.2	19.6	0.3	5.4	40.9	53.5
	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
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	2.5	37.5	57.5	2.5	2.5	40.0	47.5	10.0
<b>District</b>	2.5	37.5	57.5	2.5	5.0	33.8	51.3	10.0
<b>State</b>	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
<b>Not Eligible</b>								
<b>School</b>	0.0	5.5	75.1	19.3	0.5	7.7	40.1	51.6
<b>District</b>	0.0	7.2	72.9	19.9	1.3	5.6	38.9	54.2
<b>State</b>	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>	100.0	Yes	100.0	Yes	91.6		Yes	92.3		Yes	96.4	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	94.9		Yes	94.6		Yes				
<b>Black</b>														
<b>Hispanic</b>	100.0	Yes	100.0	Yes	66.1		Yes	71.4		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	95.6		Yes	97.1		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	100.0	Yes	100.0	Yes										
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	56.9		Yes	56.9		Yes				
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	66.2		Yes	70.1		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.)

Springman Middle School is a progressive middle school of 231 6<sup>th</sup> graders, 230 7<sup>th</sup> graders, and 222 8<sup>th</sup> graders. There are six multi-disciplinary teams: two 8<sup>th</sup> grade teams, two 7<sup>th</sup> grade teams, and two 6<sup>th</sup> grade teams. The teachers on these teams who teach in the block are specialists in the following areas: math, science, language arts-reading and writing, social studies, special services (ELL or Special Education). All students study a global language (French or Spanish), unless exempted by an IEP, and have daily PE classes. The teachers for these "A" block classes are members of the teams and specialists in their subject areas. The Fine Arts are taught in the following grades: Art, Drama, Music – one trimester each in 6<sup>th</sup> grade, Art and Drama – one trimester each in 7<sup>th</sup> grade, and General Music – one trimester in 8<sup>th</sup> grade. The Fine Arts teachers provide instruction in the flexible block in 7<sup>th</sup> and 8<sup>th</sup> grade. In 6<sup>th</sup> grade, the Fine Arts are taught in the "A" block on an alternating day schedule with Global Language. The building also provides an NSSD program for students with more significant special needs. Additionally, we house a LICA (Low Incidence Cooperative Agreement) middle school program in our building for deaf and hard of hearing students. These 11 students have a range of academic abilities and needs. They are fully integrated in the building and enjoy all of the activities and benefits of our teamed environment. The student population on each team is a microcosm of the entire school population. The school's population is diverse (socio-economic, ELL population, special services population gifted/enrichment population, etc.), receiving students from three intermediate schools. Thus, Springman must meet the full continuum of needs and abilities. Our staff is composed of teachers with an average of 10.7% years teaching experience with 73.1% having a master's degree.

The trend of overall RIT performance shows positive student achievement in Reading, Math, and Language Usage at every grade level. Further examination of student achievement data though, reveals that the number of students meeting their growth targets is not at a level commensurate with our students' abilities. This plan looks to raise the number of students meeting or exceeding their growth targets in math and reading. In addition to these achievement goals we will look to improve our climate for learning by increasing our understanding of best practices relative to homework and improving our home-school communication.

**Goal #1:** The percentage of students meeting or exceeding their expected growth in reading, during the 2008-2009 school year, as measured by the NWEA Reading Test, administered in April 2009, will increase by 5%. Last year, 52.5% of 6<sup>th</sup> graders and 63% of 7<sup>th</sup> graders met or exceeded their growth targets. Our targets then for this school year are: 57.5% of 6<sup>th</sup> graders and 68% of 7<sup>th</sup> graders will meet or exceed their Fall to Spring growth targets in reading.

**Goal #2:** The percentage of students meeting or exceeding their expected growth in mathematics, during the 2008-2009 school year, as measured by the NWEA Mathematics Test, administered in April 2009, will increase by 5%. Last year, 47.5% of 6<sup>th</sup> graders, 55.8% of 7<sup>th</sup> graders and 59.2% of 8<sup>th</sup> graders met or exceeded their growth targets. Our targets then for this school year are: 52.5% of 6<sup>th</sup> graders, 60.8% of 7<sup>th</sup> graders and 64.2% of 8<sup>th</sup> graders will meet or exceed their Fall to Spring growth targets in math.

Strategies for Goals #1 and #2 include:

- Use assessment data to identify specific sub-groups and areas for intervention
- Develop student ownership and responsibility for learning
- Use NWEA data for student goal setting with a focus on creating SMART goals
- Use enrichment/remediation block to increase growth for every student
- Provide staff with training in brain compatible teaching strategies and differentiation strategies

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**Goal #3:** To insure a healthy, nurturing, and empowering learning community for students and staff.

Strategies for Goal #3 include:

- Review parent and student CPRD data relative to homework and identify areas of improvement
- Staff will read and discuss *The Battle Over Homework* by Harris Cooper
- The middle school LSC will help identify additional opportunities to increase parent involvement and parent communication
- Increase parent-school communication regarding the elements of our middle school program